

The Bombay Educational Record.

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VOL. XII.

1876.

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Bombay:
PRINTED AT THE
EDUCATION SOCIETY'S PRESS, BYCULLA.

1877.

SUPPLEMENT

TO THE

Bombay Educational Record,

APRIL 1876,

BEING

THE DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT FOR 1875-76.

TWELFTH ISSUE.

The Bombay Educational Record.

VOL. XII., 1876.

CONTENTS.

APPOINTMENTS AND CHANGES— PAGE

From 16th Nov. to 15th Dec. 1875	24
16th Dec. to 15th Jan. 1876	47
16th Jan. to 15th Feb.	70
16th Feb. to 15th March	94
16th March to 15th April	120
16th April to 15th May	143
16th May to 15th June	167
16th June to 15th July	189
16th July to 15th August	215
16th August to 15th Sept.	238
16th Sept. to 15th Oct.	264
16th Oct. to 15th Nov.	286

ARTICLES, ORIGINAL AND SELECTED—

Art of Education	158
Calcutta University	196
Chinese Schools	254, 270
Class Matches	171
Dictionation	6
Dictionary, A new English-Sanskrit	75
Disinterested Study	150
Education in India, Mr. Grant	
Duff on	3
Education in France	148
Education Society, The new	198
Elphinstone High School	5
Elphinstone College, Notice to ex-Students of	219
Graded Officers, List of	100
History, The Teaching of	78
Holland, Middle Class Education in	79
Indian Institute at Oxford	51
Languages, On the Acquisition of	30, 55
Matriculation Examination, The	3
Natural Philosophy, The Teaching of	82
Peile, Mr. J. B., on the Matriculation Examination	220, 222
Philadelphia Exhibition, Education in	77

PAGE

Physical Education	7
Physics, The Teaching of	201, 222, 248
School Vacations, How to utilize	268
Spelling Reform in America	269
Teachers, The Training of	132, 163
Transcription	28
University Chairs of Education	149
Wilson, The late Rev. John	27

COMMUNICATED NOTES—

Adverbs, A Note on	52
--------------------	----

CORRESPONDENCE ADDRESSED TO THE EDITOR—

London University, Matriculation at	257
University Examinations	40

DEPARTMENTAL NOTICES—

(By Director of Public Instruction.)

Advertisement and Miscellaneous Charges	258
Allowances to Officers	18, 67, 117, 285
Badges for Government Peons	110
Batta Allowance	187
Books published in India	22, 69, 224
Books sanctioned	188, 215, 281, 286
Casual Leave	66
Clothing, Disallowance of	229
Clothing, Peons'	19
Contingencies	227
Date and Number of Letter	116
Directory, Times of India	93
Directory, Errata in	119, 215
Establishment Returns, Functional Despatch of	225
Examinations, Public Service Certificate	22
Fines, Appropriation of	260
Gilchrist Scholarships	185
Kurrachee, Official Spelling of	92

DEPARTMENTAL NOTICES—(contd.) PAGE

Law Charges, Audit of Expenditure in	166
Official Correspondence, Form of	141
Pensions and Gratuities	231
Postage on Petitions	230, 280
Presents, Acceptance of by Government Servants	210
Privilege Leave	284
Progressive Pay, Appointments on	45
Public Money, Advances of	210
Salaries, Additions to	208
Service, and Pensions, Breaks of	166
Sick Leave	259
Stamps, Forgeries	214
Stationery, Supply of	90
Stock Books	112
Timepieces, Purchase of	281
Travelling Allowances 16, 46, 68, 142, 165, 282	
Umbrellas and Kamblis, Supply of	261
Uncovenanted Civilians' Leave Rules	173

(By Educational Inspector, Central Division.)

Furniture, Purchase of	237
'Marks' in Applications for Pension	233
Teacherships, Examination for	188

(By Educational Inspector, Northern Division.)

Bills, Triplicates of	238
School Certificates, Forgery of	47

(By Educational Inspector, Southern Division.)

Teacherships, Examination for	215
-------------------------------------	-----

PAGE

(By Educational Inspector, North-East Division).	
Dismissal from Educational Department	238

(By Principal of Elphinstone College.)

Ex-Students, Notice to	237, 264
------------------------------	----------

DIRECTORY OF DEPARTMENT OF PUBLIC INSTRUCTION as it stood on 1st November 1875	1
--	---

EXAMINATION PAPERS—

Gilchrist Scholarships	42
University of Bombay	276

GOVERNMENT CENTRAL BOOK DEPOT—

Monthly List for the month ending 15th Dec. 1875	15
16th Dec. to 15th Jan. 1876 ..	42
16th Jan. to 15th Feb.	65
16th Feb. to 15th Aug.	204
16th Aug. to 15th Oct.	258
16th Oct. to 15th Nov.	279

NOTICES TO CORRESPONDENTS	40, 89
---------------------------------	--------

THE MONTH—

December 1875	1
January 1876	25
February 1876	49
March 1876	73
April 1876	97
May 1876	121
June 1876	145
July 1876	169
August 1876	193
September 1876	217
October 1876	241
November 1876	265

THE
Bombay Educational Record.

No. 1.]

JANUARY 1, 1876.

[Vol. XII.]

THE MONTH.

THE Annual Report of the Director of Public Instruction for the year 1874-75, dated as far back as 2nd September 1875, has just been published. We hope to give some extracts next month.

At the last annual meeting of the Cambridge Philological Society, a few weeks ago, Professor Cowell, the President, passed in brief review the chief philological works published during the year 1875. Amongst the works noticed were :—

1. The second volume of Beames' Comparative Grammar of the modern Aryan languages of India ; this volume embraces the noun and pronoun, and is full of interesting analogies to illustrate the development of the Romance languages from Latin.

2. The seventh and last volume of the St. Petersburg Sanskrit Dictionary, by Professors Böhtlingk and Roth. The first volume of this gigantic undertaking was published in 1855 ; and completion marks an era in the study of Sanskrit, as we have now a Dictionary which, like that of Liddell and Scott, gives references for every meaning.

3. Grassmann's Dictionary to the Rig-Veda.

4. The second volume of Childers' " Pali Dictionary," completing the work. The great Sanskrit Dictionary just mentioned is due to German scholarship ; but we may congratulate ourselves that as an Englishman (Wilson) produced the first Sanskrit Dictionary, so an Englishman has now produced the first Pali Dictionary (giving references for every meaning), and has thus opened to students the Buddhist literature of Ceylon.

5. Max Müller's fourth volume of " Chips," containing, among other things, the Rede Lecture delivered in 1868, and a valuable note on the forms in Sanskrit corresponding to the so-called infinitives in Greek and Latin.

WE are informed that about 70 of the candidates who appeared at the last Matriculation Examination from Aided Schools had been grounded for at least two years, and in most cases for four years, in the Elphinstone High School, and that 35 of them passed the examination. Under the rules in force, Government pays to the aided schools, on account of these 35, a grant of Rupees 3,500!

WE beg leave to direct the attention of the authorities of the Bombay School of Art to the following. The Home papers contain an advertisement that "Prizes have been offered by the Linoleum Manufacturing Company to the amount of 300*l.* for designs suitable to the linoleum floor-cloth manufacture. The first set of prizes are called International, and consist of five, viz., 100*l.*, 70*l.*, 35*l.*, 25*l.*, and 20*l.*, open to competition of all nations. There are then a first prize of 25*l.*, second 15*l.*, and third 10*l.*, open only to students of Schools of Art in Great Britain and Ireland. The judges will be Sir M. Digby Wyatt, Mr. R. Redgrave, and Mr. E. J. Poynter.

Natives of India have peculiar talent in the invention of the symmetrical kind of designs suitable for the purposes required, and might, we think, compete with a good chance of success.

THE Belgian journal *Le Progrès* (evidently ignoring the old English copy-head that "Comparisons are odious") presents its readers with the following amusing sketch of teachers' and cowherds' salaries. At V—the cowherd is at the same time the schoolmaster; in the former capacity this gentleman receives 20 francs annually per cow and in the latter capacity 8 francs per annum for every pupil. At C—the juvenile goatherd makes 72 francs per month. At N—the cowherd is able to make, at the very least, 600 francs per annum; but the wife of the local schoolmaster is debarred from "selling lucifer matches and shoe-blackening."

"THERE is scarcely," says the *New York Tribune*, "a study in which more fresh, apt, and delightful instruction can be given than in geography, and there is scarcely a study which is made more uninteresting to pupils. A speaker in a recent teachers' institute neatly described the result of the present method. He said that he once entered an intermediate school in Ohio, and suddenly asked the pupils in geography to point towards Hudson's Bay. A majority of the hands went up towards the ceiling of the room. Knowing it was near the upper part of the map, the pupils seemed to have its location somewhere in the sky fully settled in their minds."

MR. GRANT DUFF ON EDUCATION IN INDIA.

Mr. Grant Duff's views on Education in India are so important, both intrinsically and for other obvious reasons, that we are sure our readers will be glad to have recorded his own summary of them, as given in his recent most interesting paper in the *Contemporary Review*. It is as follows:—

You ask me, twelfthly, about the chance of education being set on foot among the great masses of the common people. Well, it is being set on foot; Sir George Campbell, for example, did a great deal in this direction in Bengal; and his successor is precisely the man to carry that and all good administrative things further, as fast as can be done. I believe that the most important thing you can do for education in India at present is to throw as much weight as you can into the scientific as against the literary scale. You are in great danger of raising up, especially in Bengal, an educated proletariat with no ambition except to enter Government offices, become teachers, or write for newspapers. It is infinitely important that you should multiply the as yet altogether trifling number of natives of India who know anything about the material world by which they are surrounded, and the still smaller number who can turn what knowledge they have of it to practical use. Infuse, I say, into your higher education a very large proportion of scientific, and especially technical knowledge. That seems to me the first thing to do. Spread the net of primary education wider. That seems to me the second thing to do. Extend and improve your higher education. That seems to me the third thing to do. The two last are being done, and will be done more and more: I wish I saw more general attention given to the first.

THE MATRICULATION EXAMINATION.

The following is the retrospect of Matriculation results which we have been accustomed for some years back to compile. The numerous rejections of last year prepared us of course for a larger proportion of successes this year, and this natural anticipation has been realized. A close examination of the figures will yield several interesting results, but not much specially noteworthy:—

	1872	1873	1874	1875
Elphinstone High School	42	55	29	42
Poona High School	25	29	18	29
St. Mary's Institution	21	23	14	25
Fort High School	2	2	0	23
Surat High School	17	12	17	22
Rajaram High School, Kolhapur.....	18	13	12	20
Bombay Proprietary School.....	11	13	10	19
Sir Jamsetjee's Benevolent Institution .	11	7	6	19

	1872	1873	1874	1875
Dharwar High School	3	13	5	15
Ratnagiri High School	24	18	15	13
Ahmedabad High School	8	15	8	10
General Assembly's Inst., Bombay	8	5	1	10
Sattara High School	2	6	4	8
Ahmedabad Mission High School	8	1	3	8
Ahmednuggur High School	2	3	6	7
Belgaum High School	13	7	8	7
Baba Goklay's School, Poona	16	7	4	6
Akola High School	3	3	2	7
Bombay Private English School	4	6	3	7
Chundunwady High School	0	4	6	6
St. Vincent's School, Poona	0	0	3	6
Bombay High School	4	4	4	5
Alfred and Parsi High School	0	0	2	6
Haidarabad High School	4	3	3	5
Shikarpur High School	0	0	1	5
Nassick High School	6	4	3	5
Belgaum Mission School	2	1	4	5
Free General Assembly's Inst., Bombay	3	5	5	4
Nariad High School	7	9	4	4
Kattiawar High School, Rajkote	8	6	2	4
Indore English School	2	5	2	4
Surat Mission High School	2	3	1	4
Prabhu Seminary	1	0	1	4
Broach High School	3	3	8	3
Kurrachee High School	5	4	4	3
Parsee Boarding-School, Bandora	0	0	0	3
Bishop's High School, Poona	5	5	3	3
Robert Money Institution	2	5	3	3
Dhulia High School	10	5	3	2
Junaghud High School	0	0	0	2
Oomrawuttee High School	0	1	4	2
Diocesan High School, Bombay	1	0	1	2
Tanna Private English School	0	0	0	2
Scottish High School, Byculla	7	3	4	2
John Common High School, Fort	0	0	0	2
Gopipura Private English School	0	0	0	2
Bhownuggur High School	1	1	2	2
Sir Cowasjee Nowsaree Madressa	0	3	1	2
Haidarabad Church Mission School ...	0	2	1	1
Poona Native Institution	1	1	0	1
Surat Private English School	0	0	0	1
Poona Mission School	8	3	2	1
Sholapoor English School	1	1	2	1
Devas English School	0	0	0	1
Kutch Alfred High School	0	0	1	1

	1872	1873	1874	1875
Rajaram College, Rajkote.....	0	0	0	1
Private Tuition	39	29	12	27
Kurrachee Mission School.....	0	1	2	0
Parsee Superior School	0	0	2	0
Poona Civil Engineering College.....	1	4	0	0
Sharanpur Mission School.....	2	3	0	0
Natu's School, Poona.....	11	2	0	0
Gamdevi English School	1	2	0	0
Punchgunny School	0	1	0	0
Bombay Education Society	1	0	0	0
Sawantwadee English School	1	0	0	0
Kurrachee Indo-European School.....	1	0	0	0
Total number passed.....	378	355	262	434
Number of candidates exd.	872	987	1,090	1,230
Percentage of number passed to number examined...	43	35	23	35

THE ELPHINSTONE HIGH SCHOOL IN THE LAST MATRICULATION EXAMINATION.

The following remarks on the performances of one large school in the last Matriculation Examination may have some interest for readers of the *Educational Record*. Candidates from the school were arranged in four classes, exclusive of ex-students, and the following compares the school estimate with the actual results of the examination:—

	No. sent up.	No. passed.	Percentage passed.
1st class	14	14	100
2nd class	15	10	67
3rd class	33	9	27
4th class	24	4	17
Ex-students	11	5	46
	97	42	44

The percentage passed in class 4 is so small that the question suggests itself, Why should such students be sent up at all? It should be remembered, however, that the University's regulation regarding the submission of applications makes it an extremely difficult matter for Head Masters to decide precisely on the fitness of such candidates to appear. The regulation is that a candidate's application must be submitted to the Registrar two months before the examination, which makes it necessary for the schools to hold preliminary examinations nearly three months before the University examination

begins. With such a wide margin left for further study, the school examination invariably bequeaths a large number of doubtful cases. A student, for example, shows himself deficient in one of his subjects, but has time, if he works hard, to make good his deficiencies. It would scarcely be just in this case to deny the boy the benefit of the doubt, when every year a certain, though small, percentage of such students are ultimately successful; and accordingly every well-regulated school that obeys the University statute regarding private tuition certificates has annually to record a considerable number of failures. Students of this class, however, should be distinguished from the candidates from ill-regulated schools in which there is no preliminary test, and from which boys are sent up merely to try their chance.

The obvious remedy for the difficulties experienced would be for the date of application to be brought nearer to the date of the matriculation examination, so as to enable the schools to keep back all students who do not pass the preliminary test. A fortnight would surely be sufficient for the Registrar to arrange the list of candidates; while, for the convenience of examiners, the schools might signify a month beforehand the languages in which their pupils wished to be examined.

The classification of passed candidates in order of merit is, however, by far the most important change needed in the matriculation examination. The numerical test when unaccompanied by a quality test is worthless and misleading, and as the former is the only test to which the Bombay schools have hitherto been subjected, we should look with great interest for the first matriculation class list. (*Communicated.*)

DICTATION.

The Rev. R. H. Quick, the well-known teacher and writer on Education, suggests a method of increasing the efficiency of 'Dictation' in teaching spelling. The method might be tried in our schools as an occasional change, though we must bear in mind that Dictation, where the language dictated is a foreign one, teaches much more than spelling. Mr. Quick has followed this letter (addressed to the *English Journal of Education*) with an excellent one on "Transcription" which we hope to reprint in our next issue:—

SIR,—Some suggestions about dictation which I put in the appendix to a Lecture delivered at the College of Preceptors, have led to a correspondence with several friends who have to some extent mistaken my meaning. The fault was mine, as the suggestions were badly worded. In this letter I will endeavour to express myself more clearly.

Dictation in a subject not specially prepared is a mere test of general knowledge of spelling, and a clumsy test too. All but very young children are quite familiar with sixty or seventy per cent. of

the words dictated. The pupils' time is not well spent in writing these words again and again, especially as they often have to write hurriedly and badly; and the teacher's time is entirely wasted in winnowing the words which require attention from those which do not.

I recommend a more economical plan than this. I would have the teacher read a book to the pupils, and at the end of a sentence pause and say, Write this or that word in the last sentence, or, Write the subject of the principal clause, or, Write the verb in the relative clause, &c., &c. These words which he selects from what he has read aloud should be written in column; they can then be corrected at a glance.

In teaching a foreign language, French *e.g.*, such dictation may become an excellent means of training the ear. The plan may be worked in this way. The pupils are told they will have a dictation lesson in such and such pages of the construing book. Except with very advanced pupils the teacher will select some pages which have already been construed to him. These will be studied again before the lesson begins. Each scholar has an exercise-book, and he makes a crease down the middle of the page on which he is going to write. The teacher reads the French aloud, and at the end of the sentence he names the word or words (or perhaps phrases) to be written, mentioning at the same time the number of the page and the line at which they occur; this should be taken down for convenience in referring to the context. These words are written by the scholars on the left-hand side of the page. When the dictation is over they put away their pens and take pencils of red chalk. They then open their books and mark everything they have written, underlining mistakes and putting an R when the word is right. The teacher can then easily run over words thus corrected and award marks for them. The pupils finally write correctly on the right-hand side of the page the words or phrases in which they have gone wrong on the left-hand side. From time to time they should be examined in these right-hand words.

PHYSICAL EDUCATION :

A SKETCH OF A PHYSICAL COURSE FOR COMMON SCHOOLS.*

BY WILLIAM JOLLY, H.M.'S INSPECTOR OF SCHOOLS.

THE educational system pursued in our Common Schools has been greatly wanting in scientific breadth, and not less so in scientific method. It has been almost solely the growth of tradition, and not the result of investigation into the nature of the being that is to be educated. Large sections of our nature have been neglected in our school economy. The æsthetic faculties have been altogether

* Abridged from a paper read before the Social Science Association.

untrained; the morals have received only very slight attention, as far as they are touched by so-called Religious Knowledge; intellectual training has been very partial and one-sided, being almost exclusively confined to the acquisitive powers, and too little applied to the perceptive and reflective; and systematic physical education has been altogether ignored, until quite recently, in our Common Schools. But there are good signs that we are beginning to entertain more correct notions of what education is. We begin to have a feeling that the training of children should be broader than it has been, and that it should embrace all the faculties of a child, which should be trained systematically and symmetrically.

It is to one of the parts of our nature ignored in our Common School education that I would seek to direct the attention of the Association—the training of the physical powers. The neglect of Physical Education and of the physical principles that ought to regulate our school premises, furniture, organization, and studies, medical men tell us, with strong and concurrent testimony, has resulted in many and grave evils to our children and our people. It has given rise, they show us, to the bent forms, the slovenly gait, the unequal shoulders, the contracted chest, and the general want of full physical development so observable in the mass of our people; and it is the source, they conclusively demonstrate, of graver evils and serious diseases, as bent and curved spines, short and unequal sight, various chest complaints, pains and permanent disorders in after-life, as well as physical exhaustion and want of physical and mental vigour during the period of youth.

But it is pleasing to note the growing attention that is being paid to this important subject, and we have to thank our medical men, more than our educationists and teachers, for the interest they have roused in it through their advocacy of its necessity in a thorough system of education, if our children are to be rightly developed, and these evils to be prevented. Many works have lately appeared on the subject, textbooks have been written on it, our schoolmasters have passed resolutions in its favour, and attempts have been made in some places towards its systematic teaching.

The subject of Physical Education as applied to our schools is much more extensive than might at first sight appear. I can only very briefly indicate the field it includes, and make rapid suggestions in regard to its teaching. These I shall endeavour to make as practical as possible. I shall chiefly confine my remarks to what can and should be done in our Common Schools towards giving the children of the mass of the people Physical Education; and one aim in bringing the subject before the Social Science Association at this time is to lead, if possible, to early practical effort, to have thorough physical training carried on in all our Common Schools, especially now that, in Scotland, we are beginning a new national system of education, and erecting new and superior premises for the education of our children. Our projected educational scheme in Scotland, as sanctioned

by Government, includes many elements as necessary parts of our Common School education formerly ignored in elementary education, or relegated to higher schools and subjects; and the present is an opportune, important, and it is to be hoped favourable time for securing the recognition of Systematic Physical Education in our Common Schools.

Thorough Physical Education may be divided into three parts:—

- I. Physical Cleanliness.
- II. Physical Development, by training or exercise.
- III. Physical Government, or the regulation of the bodily functions.

I. PHYSICAL CLEANLINESS.—This is a first requisite in all Physical Education, and a necessary condition of its being carried on. Our children should be trained to scrupulous cleanliness in person, dress, and habits. To encourage and secure this, there should be a daily careful inspection of the children by the teacher in all our schools, much of the same nature as that carried out in all "Hospitals" for boys and girls. At this inspection, as regards the person, the state of the skin, hands, head, nails, hair, ears, nose, and teeth should be examined; in dress, the state of the clothes and boots, and the manner of their putting on looked to, defects pointed out, suggestions made for improvement, and care taken that these are acted on the following day. The aim should be to train to cleanliness at home, as the improvement effected in school would be merely superficial where the home practice continues bad. The great endeavour should be to generate a love and spirit of cleanliness that will pervade the school and influence all its members. Dirty children should be sent to the lavatory until reformed habits are secured. But cleanliness of the whole body should be fostered, and not merely of the exposed parts, the children being trained to wash regularly all over. To secure this, bathing should be encouraged, and the teacher should occasionally, and if possible periodically, take the children to the neighbouring sea, river, or loch, to see it done, and to practise swimming, which should be an accomplishment of all our children. Perhaps, some day, when education in all its breadth is understood and secured, we shall have baths for swimming and bathing in connection with all our Common Schools.

Few things require to be impressed more on the nation than the "gospel of soap," and the best pulpit from which to preach it, as also the best field for its exercise, and the best centre from which it can spread to the nation, is the schoolroom, and the best evangelists of this important truth are the teachers of our Common Schools.

II. PHYSICAL DEVELOPMENT. *The Exercise of the Muscular System.*—An essential part of Physical Education is the exercise of the muscular system; and the more systematic, regular, and scientific this training is, the more perfect the Physical Education given.

(1) *Games and Amusements.*—There is one kind of muscular exercise common in all schools, and practised, no doubt, since "boys

were boys," that is, the exercise given by the games and amusements of the playground, the street, and the field. This is a very important part of Physical Education, and should be valued and encouraged more than it is in our Common Schools. It is not mere "play," it is education of a valuable kind. It is recommended by our medical men as important for physical development, and by educationists as having good mental and moral results. Instead of being curtailed in our advancing education, as there is a tendency of its being by some ignorant Boards and over-zealous teachers, it should be extended, by increased facilities for its being more thorough than it is. As is well stated by Mr Maclaren, of Oxford, one of the best advocates of Physical Education,—"*Nothing* should be taken from playtime, and nothing should be introduced into playtime but play." The great value of games as exercise, if rightly conducted, lies in the spontaneous, self-conducted exertion; and they are, therefore, largely self-educative in firmness, decision, self-sustained effort and arrangement, and like manly qualities. They increase courage and the power of bearing pain. Being spontaneous and pleasant, they produce a racy and healthy flow of the nervous and animal "spirits," which is greatly conducive to health. They have also certain important moral results; they exercise in the "give and take," and the thousand elements of social body life, which become very good training for the tear and wear of the greater social life of society and the world.

This suggests another important matter—the time spent in the playground. This should not be grudged; it will not, by a wise teacher. The intervals allowed during the day should be frequent and regular. I advocate an interval of five minutes at the end of every hour. I was educated under the system, and look back with pleasure on the wise and happy practice. It is an excellent system. It gives invigoration and freshness for the next hour's work, which is all the better and brighter, and will be longer retained, from the romp under the blue heavens in the life-giving air. The oxygen inhaled becomes literally transmuted into physical strength and intellectual and moral life and sweetness, which amply repay what may seem lost time to men that have not tried it. I hope to see the system universal in our schools.

(2) *Class Drill*.—There is another kind of physical exercise which is carried on more or less in all schools, which I may designate as Class Drill. It includes many elements, such as the attitudes of the children at all times, movements in and out of seats and on the floor, class arrangements for all purposes, marching, walking, positions in reading, writing, singing, &c., and the general bearing of the pupil. It is to be observed that this is not military drill, which, I think should be avoided in all class work. Class drill should be governed entirely by the laws of natural action and taste, and should aim at producing the style and deportment of good breeding and good society. Mistakes are often made in this matter by teachers,

and military constraint and unnaturalness substituted for naturalness and ease in manner and movement. I cannot name any book on this important part of Physical Education, which affects school so greatly. A special textbook should be written on the subject. There is abundant material, and it is to be hoped that some competent teacher or other educationist will set himself to furnish it. It would be such good in making our general class movements more easy, lively, healthy, and graceful, in producing greater alacrity, physical and mental, and in saving much valuable time. It should give full directions as to the general attitudes of the children at all times, and in all work: in standing, walking, marching, facing, class-forming, and in reading, regarding which there are certain well-defined principles that are constantly violated; in writing and singing, neglect of physical laws in these exercises leading to certain evils, and even diseases; the proper movements in marching, defiling, facing, going in and out of seats, the attitudes at desks and on seats, bad attitudes producing grave evils pointed out by medical men—a special part being a full directory for varied and beautiful infant school and gallery exercises, which should be done to music.

(3) *Military Drill* is another means of physical training, and one to be greatly commended for its many good effects in school. It exercises certain muscles, produces an erect bearing, trains to movement at command and to regularity and simultaneity of action, and produces general smartness and activity. Its effects are not only physical, but mental and moral. I have observed with pleasure, and not seldom with surprise, the brightening and enlivening effects, especially on country children, where military drill has been begun by new teachers. It is compulsory in English schools under inspection, and one is glad to see even this much of physical training demanded by Government. It is not asked in Scotch schools as yet, and no grants are offered for it there.

(4) *Systematic Physical Training*.—But military drill is very incomplete as representing physical training. It gives only a very partial exercise of the great muscular system, and almost exclusively of the legs and lower trunk. The extension motions connected with it certainly do exercise other muscles, but they do this only partially at the best. This is the opinion of those able to judge of the system. If physical training is to be scientific and thorough, it must give graduated and efficient exercise and training to every muscle, and this exercise should be "regular, continuous, and progressive," and should extend over the whole time a child is at school; and this training should be as carefully given, and marked for, as any other. It should, in short, exercise all parts of the body gradually, fully, and scientifically, and so develop the full physical powers of children into manhood and womanhood. There are several expositions of the subject in English. Dr. Roth, of London, has earnestly and persistently advocated Systematic Physical Education for above twenty years, and has written very good textbooks

expounding the great system of Ling, of Sweden, the founder of Modern Scientific Gymnastics. The exposition which is best known to me, and which seeks to do all this, is that of Mr. Maclaren, of the Oxford Gymnasium, in his "Physical Education," published in the Clarendon Press series. It aims at the scientific, gradual, uniform, and universal training of the physical powers by skilfully arranged exercises during the whole school course.

(5) *The General Manners and Deportment.*—I am sorry I shall have to dismiss the remaining portions of my subject with briefest suggestions. Another valuable part of Physical Education is the training of the general manners and deportment of the children. No education can be complete that does not train a child for mixing with ease, comfort, and correctness in society. We must, therefore, give a thorough training in the usages, customs, and manners of good society, and the courtesies of life. And this training in manner is largely physical, for it is a training of the body to certain movements. Our children should be exercised so as to have at all times an erect, free, well-balanced, healthy, and, as far as possible, elegant bearing. The stiffness and constraint of military drill should be avoided, and the manner and style of good society and cultivated people followed.

The general attitudes of the children should therefore at all times receive careful attention. The common attitudes in our schools violate the principles of both physiology and taste, deteriorate the general bearing of the people, and injure the health, especially from the evils done to the chest and the spine. Every boy and girl in our Common Schools should leave school able to practise with ease all the courtesies of good society, in the street, in the house, at table, and in all the manifold relations of life. Errors in habits that violate good manners should be pointed out and corrected. Our upper classes rightly place great importance on this training, and see to their children receiving it; I should like to see adequate stress put upon it in our Common Schools. By attention to it our elementary teachers could effect a reformation and improvement of national manners that would be surprising; and no general improvement in the manner and bearing of our people will be effected except through our Common Schools.

(6) *The Training of the Senses and other Physical Powers.*—A most important part of physical education is the full, systematic, and scientific training of the Senses. On this subject I offer a few brief suggestions.

The *Eye* should be educated to distinguish, delight in, and name all varieties of colour and form, and in composition, proportion, and symmetry. The observing powers of children should be carefully trained, so as to give them clearness, correctness, and incisiveness of vision, and the power and habit of minute and accurate observation. Form and colour are well begun in our Infant Schools, but it should be perfected in our Elementary and Higher Schools,

by systematic lessons during the school course. Children should also be taken out to Nature, and trained to the right use of their eyes in that wide and wondrous field.

The *Hear* should receive careful and graduated training. Music is the chief agent, and should be taught in all schools, and, where it can be heard, instrumental music should be played to the children and accompany their voices. Reading is another means of training the ear, which should be able to distinguish and appreciate correctness of sound, accent, modulation, expression, and the finer tones of feeling. Reading should be viewed in part as a training of the ear. The general speech and utterance of the children should be well modulated and mild, as much as possible musical, clear, distinct, and sweet. The music of Nature should also be heard and appreciated by our children, and they should be taken out to Nature to hear and love it.

Touch can also receive training, and it can be educated to accuracy and delicacy of perception in our common children, as well as in the blind. Touch is one of our senses very little developed in our educational system. It can be educated in many ways, by lessons on objects, in which these should be handled, and the facts of touch carefully deduced and expressed. It is sometimes begun to be trained in Infant Schools.

Taste and *Smell* should receive similar exercise by lessons on things. They are senses little possessed by most people as they should and could be possessed. They may be made the sources of great and even refined pleasure.

In our training of the Senses we should aim at giving our children correctness, keenness, strength, and delicacy. The senses of most people are rude and uncultivated, and can perceive only the ruder and stronger appeals made to them. We should aim at giving our children wider and firmer possession of their senses, and greater power of using to purpose and profit these "five gateways of knowledge."

Then the *Hand* should receive careful training, so as to give our children full power over that wonderful organ. It should be trained by writing, figuring, drawing, painting, cutting and carving, and in modelling, digging, gardening, and the use of tools. Technical Education, so much and so deservedly advocated, is in large measure a training of the hand. Our girls should further extend their hand-power by all kinds of industrial work, domestic economy and housewifery, and provision should be made for the practical teaching of these subjects.

The *Voice* should also be systematically trained. Music is again the chief agent here. But more care should be bestowed on the general speech and utterance of the children, and on the use of the voice in reading and recitation. Children should be taught to render all shades of strength, modulation, and expression. The scale of speech should receive practice like the musical scale, for the speak-

ing voice has a scale of sounds as complete in its range as the singing voice. The cries of the playground should be encouraged; they are a valuable exercise, and should not be checked, but encouraged; they are a good means of training the voice. As Charles Kingsley says, the enforced silence of our schools in the playground is "an offence against reason."

III. PHYSICAL GOVERNMENT, OR THE REGULATION OF THE BODILY FUNCTIONS.—Even if our children were sent out into the world fully developed by such wide and systematic Physical Training as has been indicated, they would still be wanting in a vital part of Physical Education. They require to be taught and exercised in the regulation of their physical functions, in the principles and practice by which health and physical well-being are to be maintained. By giving them mere physical training, without the principles of physical government, we should give them the possession of a perfect instrument without any instruction or power as to its proper use.

This higher Physical Education may be given in two divisions. We must give instruction (1) in the different parts and action of their organism, and (2) in the principles that produce and maintain the healthy action of that organism—that is, we must give instruction in (1) Physiology, and (2) Hygiene, or Health.

1. *Physiology*.—We ought to have a knowledge, more or less complete, of the various organs of the body, and the functions they perform, individually and relatively. Happily, the importance of Physiology has been so well advocated by medical men and others that grants are given by Government for its teaching, and it is included in the syllabus of the Science and Art Department, and in the New Scotch Code. It is to be hoped that the inducements thus held out will lead to its universal teaching. It promises to be a popular subject. Higher instruction should be given later in life by special classes and lectures, and our young women should have special instruction given to them.

2. *Hygiene, or the Principles of Health*.—But a most important part, in many ways, of our Physical Education still remains to be given. We must be taught how to use our organism rightly, and how to govern it in order to preserve sound health. One would have thought that, whatever subjects were neglected, the subject of Health, so essential to our happiness and work, would certainly not have been forgotten. But so it is, and so it assuredly ought not to be. We should set ourselves to rectify our mistake in this vital matter. Increased attention has of late been paid to this subject, however, and its teaching has been largely and earnestly advocated. Its principles have been systematized for use in schools and families, and textbooks have been written by which they can be easily and successfully taught. There is, therefore, no excuse for its neglect, as is the case with many other subjects required for our schools, for which no textbooks have been produced. I would mention with special commendation Dr. Andrew Combe's works, Mrs. Bray's

"Physiology for Schools" (Longmans), and a more exhaustive work, lately published by Dr. Smith, "Health, a Handbook for Households and Schools" (Isbister).

In order that Physiology and Health may be taught in our schools, proper diagrams and apparatus should be supplied by School Boards. These can be had very good and cheap. The Principles of Health, also, require more attention than they have received in the construction of our schoolrooms as to situation, ventilation, lighting, colouring, size, &c. These principles, if acted upon by our teachers, would lead to many changes in the organization and arrangements of schools. They have the widest application in these matters, and are more violated than those who have not looked into the subject would suspect. Nothing shows more conclusively the importance of the general study and practice of the Principles of Health than the ignorance of them displayed by our teachers, school architects, and school managers, who have the regulation and conduct of our school affairs.

In conclusion, the subject of Scientific Physical Education is of the very greatest importance, and should command the earnest attention of all educationists, reformers, statesmen, and philanthropists. It recommends itself on the pleas of humanity and patriotism. The national loss of health, physique, and mental and moral power, and the prevalence of serious diseases which arise from its neglect, have been proved by many sad and striking facts. Its principles should enter into and regulate all our educational appliances and methods, which, to an incredible extent, violate its laws in premises, furniture, desks, attitudes, and work. These facts have been abundantly demonstrated by our medical men and others. Notwithstanding all its practical value, in a practical country like our own, England is far behind most other countries in regard to this part of education. The wave of reform on this subject, originated in Sweden by Ling, has been felt with more or less strength in most European countries and in America, and has roused them to action, but only the faintest ripples have reached England. We have remained lethargic as a nation while others have been wisely active, even with so much gain to be achieved and such evils to be cured.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS OF THE GOVERNMENT CENTRAL BOOK DEPÔT,
BOMBAY, FROM 16th NOVEMBER TO 15th DECEMBER 1875.

BOOKS PURCHASED FROM THE FUND FOR THE ENCOURAGEMENT
OF LITERATURE.

GUJARATI.

Rs. a. p.

Behramji Merwanji Malbari.—Niti Vinod, or Pleasures of Morality.....	2	0	0
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GOVERNMENT PUBLICATIONS.

Bombay High Court Reports, Vol. XI., Part 3, with Index.	2	0	0
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NEW BOOKS AND NEW EDITIONS PUBLISHED BY THE DEPARTMENT.

ENGLISH.		Rs.	a.	p.
Cooke (Theodore).—Natural Philosophy and Astronomy. (Natural Science Series).....	1	4	0	
Howard (E. I.).—Second Book, Part II.; New issue	0	3	6	

MARATHI.

Kane.—Bhustar Vidya: an Elementary Manual of Geology, being a Translation of Cooke's Geology	0	8	0	
Oke.—Short History of India, revised and enlarged; 4th Edition	0	3	6	
Patwardhan.—Marathi Modi First Book, lithographed. ...	0	3	6	

GUJARATI.

Dalpatram Dayabhai.—Pingal, or a Treatise on Prosody; 3rd Edition	0	3	0	
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NEW BOOKS PURCHASED BY THE DEPARTMENT.

GUJARATI.

Pitambardass Tribhuvandass.—Solutions of Exercises in Euclid's Geometry; Part I.	1	4	0	
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DEPARTMENTAL NOTICES.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, No. 3813, dated 23rd November 1875, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 13th Dec. 1875.

Travelling Allowances.

No. 3813.

FINANCIAL DEPARTMENT.

Bombay Castle, 23rd November 1875.

Resolution of the Government of India, Financial Department, No. 4347, dated 29th October 1875:—

Read the undermentioned papers:—

Notification of the Government of India in this Department, No. 929, dated the 5th February 1874*, ruling "that no public servant shall draw travelling allowance for a journey taken from his head-quarters to visit any place not more than five miles distant therefrom."

Resolution of the Government of India in this Department, No. 3079, dated the 16th May 1874, declaring that the ruling quoted above does not affect Rule III. in a Notification of the Government of India in this Department,

* See Record for March 1874, page 64.

No. 1653, dated the 7th August 1868, regarding travelling allowance to Chaplains.

Letter to the Acting Chief Secretary to the Government of Bombay, No. 1071, dated the 31st May 1875, exempting general duty karkuns in the older provinces of Bombay, and tappedars in Sind, from the operation of the Notification No. 929 of the 5th February 1874.

Letter from the Acting Secretary to the Government of Bombay, No. 3682, dated the 30th June 1875, expressing concurrence in an opinion of the Accountant General of that Presidency, that the Notification No. 929 of the 5th February 1874 applies only to officers "drawing mileage allowance, and not to those in receipt of travelling allowance at daily rates."

Letter to ditto, No. 2887, dated the 26th August 1875, asking for a copy of the Accountant General's report alluded to in the abovementioned letter, and of the papers of the case on which the report was made.

Letter from the Accountant General, Central Provinces, No. 1730-r, dated the 4th September 1875, inquiring, with reference to the Notification No. 929, dated the 5th February 1874, "whether an officer can draw halting allowance on his return journey for halting at a place not more than five miles distant therefrom."

Letter from the Acting Secretary to the Government of Bombay, No. 2915, dated the 11th September 1875, forwarding a copy of the papers asked for in the letter from this Department, No. 2887, dated 26th October 1875.

RESOLUTION.—The objection to the grant of travelling allowance to an officer who does not go further than five miles from his head-quarters is that the journey is not long enough to entail any appreciable extra expense. As this objection applies with as much force to one form of travelling allowance as to another, the Honourable the President in Council regrets that he is unable to concur in the opinion of the Government of Bombay. The Government of India intended the Notification No. 929 of the 5th February 1874* to apply to travelling allowances of all kinds, with the exception, *first*, of those allowances which were exempted from its operation by the Resolution No. 3079 of the 16th May 1874 and the letter No. 1071 of the 31st May 1875, and *secondly*, of the permanent contract travelling allowances, *i.e.*, of travelling allowances which are drawn like salary, whether the officer receiving them travels or not.

2. His Honour in Council takes the opportunity at the same time to declare that the intention and the spirit of the rule contained in the Notification No. 929 of the 5th February 1874* are opposed to the grant of halting allowances to an officer for a halt within five miles from his head-quarters, and desires that every

* See Record for March 1874, page 64.

local Government and Administration will enforce the rule accordingly.

ORDER.—Ordered that the foregoing Resolution be communicated to the other Departments of the Government of India; to all local Governments and Administrations; to the Comptroller-General and Head Commissioner of Paper Currency; to the Director General of the Post Office of India; to the Mint Master, Calcutta; to all Accountants General, and to the Deputy Accountants General in independent charge.

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, and all Heads of Offices under those Departments.

W. G. PEDDER,

Acting Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Allowances to Officers for time spent beyond the limits of their jurisdiction.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 3922, dated 29th November 1875, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 13th Dec. 1875.

Salaries and Allowances.

No. 3922.

FINANCIAL DEPARTMENT.

Bombay Castle, 29th November 1875.

Resolution of the Government of India, Financial Department, No. 4332-A, dated 30th October 1875:—

Read the undermentioned papers:—

Resolution of the Government of India in this Department, No. 3489, dated the 16th October 1872, ruling “that no officer is entitled to pay or allowances for any time he may spend beyond the limits of his jurisdiction, save with the sanction of the Government which he serves, and that the confirmation of the Government of India is required to such sanction when it involves any increase of expenditure beyond what would have been incurred if the officer had remained within his jurisdiction.”

Resolution of the Government of India in this Department, No. 1149, dated the 20th February 1873, extending “to all similar cases the operation of Home Department Re-

solution No. 629, dated 12th November 1872, ruling that 'it will be within the discretion of the local Government to direct that (for the purpose of determining the acting allowances of a substitute) the absence of a police officer from his district on the summons of a criminal court or court-martial shall be treated as absence on special duty.'

Letter from the Officiating Secretary to the Government of the North-Western Provinces, No. 1129-A, dated the 27th August 1875, and its enclosures, soliciting sanction to the payment of the salary, amounting to Rs. 685-14-7, of Mr. J. W. Williams, District Superintendent of Police, Muzaffarnagar, for the period, from the 31st March to the 28th April 1875, during which he was employed on special duty in connection with the Landhowra case."

RESOLUTION.—In supersession of the Resolutions of October 1872 and February 1873 quoted above, the Honourable the President in Council is pleased to rule that an officer may draw pay and allowances for any time that he may spend beyond the limits of his jurisdiction with the sanction of the Government which he serves, and that such sanction does not require the confirmation of the Government of India, unless it involves extra expenditure chargeable to imperial revenues.

2. This Resolution may be applied retrospectively to Mr. Williams' case.

ORDERED that the foregoing Resolution be communicated to the other Departments of the Government of India, to all local Governments, to the Comptroller General, to all Accountants General, and to Deputy Accountants General in independent charge; and that a copy of the letter from the Officiating Secretary to the Government of the North-Western Provinces, No. 1129-A, dated the 27th August 1875, and its enclosures, be forwarded to the Home Department.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices under those Departments.

W. G. PEDDER,

Acting Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Peons' Clothing.

NOTIFICATION.

The subjoined Government Resolution, Financial Department. No. 4182, dated 15th December 1875, with Government Resolutions No. 1350 and No. 694, General Department, therein quoted, is published for the information of Educational Officers.

K. M. CHATFIELD, Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 24th Dec. 1875.

Clothing.

No. 4182.

FINANCIAL DEPARTMENT.

Bombay Castle, 15th December 1875.

Transfer from the Educational Department of the Secretariat, No. 1333, dated 1st December 1875, of a letter from the Director of Public Instruction, No. 4288, dated 24th November last, requesting orders relative to charges for turbans and kumberbands for peons in the Mofussil, they having been objected to by the Accountant General; and soliciting that the charges objected to may be passed, on the ground that Educational Officers were not informed of the order on which the objection of the Accountant General is based.

RESOLUTION.—The charge may be passed in this instance, on the grounds shown by the Director of Public Instruction.

2. Copy of Government Resolution No. 1350, dated 10th June 1870, should be forwarded to Mr. Chatfield, and he should be informed that the expenditure on liveries of peons, sanctioned under Government Resolution No. 694 of 22nd March 1870, is restricted to Presidency Offices only.

(Signed) W. G. PEDDER,

Acting Secretary to Government.

To the EDUCATIONAL DEPARTMENT of the SECRETARIAT (with the transfer); the DIRECTOR of PUBLIC INSTRUCTION (with a copy of Government Resolution No. 1350, dated 10th June 1870); the ACCOUNTANT GENERAL.

Clothing.

No. 1350.

GENERAL DEPARTMENT.

Bombay Castle, 10th June 1870.

Letter from the Superintendent of Stationery, No. 793, dated 30th May 1870—Requesting to be informed whether it is the wish of Government that the orders contained in their Resolution No. 694, dated 22nd March last, for the supply of peons' clothing at the Presidency, should be made applicable to the Mofussil also.

RESOLUTION.—The orders are to be considered applicable to peons at the Presidency alone.

(Signed) F. R. S. WYLLIE,

For Chief Secretary to Government.

To the SUPERINTENDENT of STATIONERY.

(True copy)

(Signed) D. MACKENZIE,

Acting Under-Secretary to Government.

No. 694.

Extract from the Proceedings of the Government of Bombay in the General Department, dated 22nd March 1870.

Read the following letter from F. F. Arbuthnot, Esq., Super-

intendent of Stationery, to the Acting Chief Secretary to Government, No. 458, dated 16th March 1870, with accompaniment:—

"With reference to the Government Resolution No. 1420 of 16th June 1869, I have the honour to request that I may be informed whether it is the wish of Government that the Stationery Department should supply the cloth only, leaving the other materials to be procured by the different Departments, who will also make up the coats and dress the peons in their respective offices.

"2. As you are aware, the woollen cloth now furnished is received from England, and as it is both cheap and good, and better than what can be bought in the bazaar here, this system should, I think, remain in force; and the amount required will be supplied to the different offices, on receipt of their Indents, at the rate of two yards per man, and six inches for edging.

"3. The other articles required as per margin can be obtained departmentally, and made up under the supervision of the Departments. A scale of prices is herewith attached, and should not be exceeded, either for purchasing the articles required, or for making up the materials.

"4. It appears that the system now proposed to be adopted will save much trouble, and will also put a stop to the many complaints which are made by the different Departments, who evidently prefer to dress their own peons.

SCALE OF PRICES OF PEONS' CLOTHING.

Articles.	Rate.	
Turbans for Umuldars ... Rs.	6 8 0	
Kumurbunds for do. ... „	2 3 0	
Turbans for Peons „	3 8 0	
Kumurbunds for do. „	0 14 0	
Belts „	0 12 0	
White Coats „	1 6 0	{ To include the cost of material and making.
Woollen Coats „	4 8 0	{ To include the cost of making, lining, trimming and devices. The woollen cloth alone to be provided by the Superintendent of Stationery.

(Signed) "F. F. ARBUTHNOT,
"Superintendent of Stationery."

"Bombay, 16th March 1870."

RESOLUTION.—The proposals of the Superintendent of Stationery are approved, and may be adopted.

2. In regard to the supply of white clothing, his attention is directed to Government Resolution No. 651 of 17th March.

Ordered that copies of the above be forwarded to—

The SUPERINTENDENT of STATIONERY; the ACCOUNTANT GENERAL; the INSPECTOR GENERAL, INDIAN MEDICAL DEPARTMENT; the MINT MASTER; the REGISTRAR GENERAL of ASSURANCES; the COMMISSIONER of CUSTOMS, SALT, and OPIUM; the COLLECTOR of BOMBAY; the COMMISSIONER of PAPER CURRENCY; all DEPARTMENTS of the SECRETARIAT.

Public Service Certificate Examinations.

NOTIFICATION.

The subjoined Government Resolution, General Department, No. 3670, dated 10th December 1875, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
27th December 1875.*

Examinations.

No. 3670.

GENERAL DEPARTMENT.

Bombay Castle, 10th December 1875.

Letter from the Director of Public Instruction, No. 4450, dated 1st December 1875—Stating, with reference to Government Resolution No. 3537, dated 26th November last, that permission to hold the Public Service Examination between the 15th September and the 15th November will be sufficient for the relief of the Konkan Districts.

RESOLUTION.—The officers concerned to be informed.

(Signed) D. MACKENZIE,

For Acting Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION, the EDUCATIONAL DEPARTMENT of the SECRETARIAT, &c.

Purchase of Books published in India.

NOTIFICATION.

The subjoined Government Resolution, General Department, No. 3753, dated 16th December 1875, is published for the information and guidance of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
11th January 1876.*

No. 3753.

GENERAL DEPARTMENT.

Bombay Castle, 16th December 1875.

Read the following letter from the Under-Secretary to the Government of India in the Financial Department, No. 2367, dated 16th November 1875 :—

I am directed by the Honourable the President in Council to invite the attention of the Government of Bombay to the subject of the expenditure incurred for the purchase of books published in India, and to suggest the expediency of some restrictions upon the discretion now exercised by heads of offices in this matter.

2. It appears to the Government of India that, as a rule, books should not be bought at the public expense without the previous sanction of the local Government, or, under its instructions, of certain responsible heads of departments; and further that such sanction should not, except for special reasons, be given to the purchase of any books except law books.

3. Moreover the Government, as a rule, should not undertake to supply, at the public cost, commentaries or annotations on Acts of the Legislature; such works ordinarily form part of an officer's private library.

4. Directories and such like works should only be allowed under special circumstances where there may be evident inconvenience to the public service if they are not at hand for reference. The local Government should decide to what offices books published by the Government should be supplied, such as the Postal Guide, the Civil Lists, the Codes of the Financial or Public Works Departments, the Army Lists, &c. In future, indents for such books should not be complied with unless received through the local Government, or authorized by some general or special order of the local Government. No payment should be required for books of this class.

5. The suggestions in this letter have reference only to *books published in India*. The purchase of *newspapers and other periodicals* and of *books published in Europe or America* is subject to separate regulations.

6. The Government of India will be glad to see in due course any instructions which may be issued in consequence of these orders.

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, and all Heads of Offices under those Departments.

W. G. PEDDER,

Acting Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

APPOINTMENTS AND CHANGES.]

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL
DEPARTMENT FROM THE 16th OF NOVEMBER TO THE
15th OF DECEMBER 1875.

- 27th November 1875.—Mr. Jahangir Edulji Modi is appointed a Dakshina Fellow in the Elphinstone College from 1st October 1875 until further orders.
- 27th November 1875.—Mr. Hariram Uttamram Bhatt is appointed a Dakshina Fellow in the Elphinstone College from 1st October 1875 until further orders.
- 3rd December 1875.—Mr. Manickji Bazonji Cooper, Eighth Assistant Master (Gujarati side), Elphinstone High School, is permitted to resign his appointment.
- 3rd December 1875.—Mr. Nassirwanji Jamseji Ratnagar, F.E.A., substantive *pro tem*. Ninth and Acting Eighth Assistant Master (Gujarati side), Elphinstone High School, is appointed Eighth Assistant Master in the same school, *vice* Mr. M. B. Cooper, resigned.
- 3rd December 1875.—Mr. Furdooji Bazonji Karani, substantive *pro tem*. Tenth and Acting Ninth Assistant Master (Gujarati side), Elphinstone High School, is appointed Ninth Assistant Master in the same school, *vice* Mr. N. J. Ratnagar, promoted.
- 3rd December 1875.—Mr. Framji Rustomji Billimoria, F.E.A., Acting Tenth Assistant Master (Gujarathi side) in the Elphinstone High School, is appointed Tenth Assistant Master in the same school, *vice* Mr. F. B. Karani, promoted.
- 3rd December 1875.—Fifteen days' additional leave without pay is granted to Mr. Vinayek D. Bavadekar, Sixth Assistant Master in the Rajaram High School.
- 13th December 1875.—Three months' leave without pay is granted to Mr. Gopal Anunt Bhat, First Assistant Master, Sholapur English School.
- 13th December 1875.—Mr. Ramchander Venkatesh Gadre, F.E.A., is appointed substantive *pro tem*. First Assistant Master, Sholapur English School, *vice* Mr. Bhat, on leave without pay.
- 13th December 1875.—Leave of absence without pay for two months is granted to Mr. S. N. Mudholkar, Third Assistant Master (at present Second Assistant) in the Dharwar High School.
- 13th December 1875.—Mr. Vāman Gopal Indapurkar, B.A., is appointed to act as Second Assistant Master in the Dharwar High School.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
16th December 1875.

THE
Bombay Educational Record.

No. 2.]

FEBRUARY 1, 1876.

[Vol. XII.]

THE MONTH.

THE Vice-Chancellor, the Honourable Mr. Gibbs, presided again this year at the Convocation of the University, and delivered a very suggestive address. After passing in review the salient events of the academical year—the increase in the number of successful candidates in the Matriculation Examination, and the falling off in the B.A. Examination, and suggesting a causal connection between the fluctuations of the two (a precisely similar phenomenon, we may observe, has been noted in Bengal)—Mr. Gibbs proceeded to dwell upon the special value to our graduates and undergraduates of the motto "*Non multa, sed multum.*" "My advice to you," the Vice-Chancellor continued, "is do not attempt too many things; settle on one definite object for your future study, and strive to perfect yourselves in it as far as possible. I fear, from what I see, that the old saying 'A little learning is a dangerous thing' is not sufficiently borne in mind. Too many young men seem to think that when once they can put B.A. or even F.E.A. after their names, they are equal to discuss almost any subject, and to criticize and censure any authority, be it the Government of the country or the local head of his village. A smattering of many subjects can only be useful when there is one great fixed object of life, round which such scintillations of knowledge may sparkle, and to which they may perhaps add lustre; but a mere smattering of many subjects without such support can only mislead and deceive the possessor, and render him weak, if not despicable, in the eyes of all true men. Study you must if you wish to become *men*. Let me commend to your careful perusal the speech of the new Lord Rector of the University of Edinburgh, so full of sound advice to all students, and in which there is one caution which seems to me so peculiarly appropriate to the mass of the educated youth in this coun-

try, that I feel I cannot do better than conclude these observations with it. Lord Derby's words are :—' There is nothing more common among those who have read a little and thought a little than the union of strong convictions with very narrow intelligence ; and next to the absence of conviction altogether there is no mental condition that is socially less desirable, or politically more dangerous.' "

THE extent of falling off in the results of the B.A. Examination, which has been so much commented on, will be seen from the following table, showing the number passed from each of the Arts Colleges for the last five years :—

	1871.	1872.	1873.	1874.	1875.
Elphinstone College	5	9	14	15	10
Deccan College	6	10	8	12	4
St. Xavier's	3	2	1	2	3
Free Gen. As. Inst.	...	1	...	1	1
	14	22	23	30	18

Of the 18 passed this year, only 2 were passed in the first class—both from Elphinstone College : so the falling off has been singularly general. We are disposed to agree with the *Times of India* that this unfavourable result is probably the resultant of several forces acting in the same direction—an unusually low average of ability in the classes coöperating with an unusually high standard in the examination of some of the papers. Mr. Woodrow, the very able Bengal Inspector who has just succeeded the lamented Mr. Atkinson in the Directorship there, in his last report on Public Instruction in Bengal expresses the following emphatic opinion :—"In all the Universities the general progress has been steady, though in all there have occurred violent fluctuations. These are due to the different ideas of the standard for passing entertained by different Examiners."

We hope that Mr. Giles' Notification of the serious results which have followed the forgery of a schoolmaster's signature by two boys in his Division will be read in every school in the Presidency. We have reason to believe that there is a sad laxity of opinion on the subject of certificates generally, and we hope this painful case may help to correct it.

THE Gilchrist Scholarships of 100*l.* sterling for five years, with a free passage to and from England, attracted this year from the whole of the Bombay Presidency how many candidates do our readers think? Precisely two, both Christians. Not a single Hindoo or Parsee was to be tempted to Europe by such a paltry bait. We cannot but regard this want of enterprise on the part of natives of this country as somewhat discreditable. Scholarships of anything like equal value, immediate and prospective, offered in London and tenable in Bombay, would draw candidates by hundreds. It is this kind of apathy combined with claims habitually made which fairly lays natives of this country open to the imputation of wanting all sorts of advantages, but without the trouble, self-denial, and discipline wherewith people of other nations are content to purchase them.

THE Gilchrist Scholarship papers were very easy ones this year. Some of them were identical with the papers set in the London University Matriculation Examination. We give the English paper further on, both to show the standard of examination, and to enable our High Schools to compare the London Matriculation standard in English with our own. As might have been expected, there is a certain difference in kind between them: London laying greater stress upon the historical element in the language, whilst we regard practical command over the use of it as the chief thing.

We have much pleasure in including, for the service of our readers, in this number, a Title-page and classified Table of Contents for our volume for the year 1875.

THE LATE REV. JOHN WILSON, D.D., F.R.S.

In concluding their report of the academical events of the past year, the Syndicate of the University record, "with the deepest regret, the great loss which they have sustained by the death, on the 1st December last, of a highly distinguished member of this University, the venerable and venerated Dr. Wilson. Out of respect to his memory no University examinations were held on the day of his funeral. By the death of Dr. Wilson the Syndicate have lost a wise, experienced, and highly valued counsellor. The several Faculties, of all of which Dr. Wilson was a member, have each placed on their proceedings a record of the loss which they have sustained by his death; and at the annual meeting of the Senate,

held on the 18th December last, the following Resolutions were unanimously carried :—

"1. That this University place on record its deep and unfeigned regret at the death of the Rev. John Wilson, D.D., F.R.S., one of the Fellows mentioned in the Act of Incorporation, late Vice-Chancellor, and for several years and at his death Dean and Syndic in Arts.

"In its foundation on a sound and permanent basis, in the preparation of those rules and regulations which were necessary for carrying out the objects for which it was established, in the prominent part he took in the examinations for its prizes and honours, and in the constant attendance he gave to the meetings of its various governing bodies, Dr. Wilson showed the great and never-failing interest he took in this institution—the success of which is in no small degree due to the able advice and fostering care of this great and good man; and while lamenting his removal, the University would point to the bright example of his life and conversation as a pattern to be followed by all engaged in the work of education, as well as by those who profit thereby.

"2. That although Dr. Wilson's memory will be preserved in the University by the 'Wilson Philological Lectureship,' which was founded in his honour in the year 1870, yet, as that testimonial was provided by friends and admirers of Dr. Wilson outside of the University, it would, in the opinion of this meeting, be specially appropriate that the Senate as such should in some manner, to be hereafter determined, commemorate the distinguished services rendered by Dr. Wilson to this University; and that the carrying out of this Resolution be left to the Syndicate.

"The Syndicate have determined that the memorial to the late Rev. Dr. Wilson be in the form of a bust, to be placed in the University Buildings, the cost of the same being defrayed by the Senate of the University."

Arrangements have since been made to give immediate effect to the Philological Lectureship. A series of not fewer than six lectures is to be delivered in Bombay in the first or cold-weather term of each year.

TRANSCRIPTION.

The following is the excellent letter of the Rev. R. H. Quick, to which we referred last month, and which we engaged to give in this issue :—

SIR,—In writing to you last month on the subject of Dictation* I should have said a word about an excellent means of preparing for dictation, viz. transcription. Transcription was formerly held in much higher estimation than it is now. We have stories of as-

* See last month's *Record*, page 6.

pirants in literature copying out a model book time after time to acquire a feeling of its style. Before books were printed, perhaps, it was found by experience that an intelligent transcriber got more thoroughly into the sense and spirit of his author than the most attentive reader. But very few people make the experiment now-a-days. Life is too hurried for us to think of an author's style; indeed we cannot afford to trouble ourselves very much about his meaning; so transcription of English authors has probably gone for ever. But in learning a foreign language it may still be continued with great advantage. In taking notes from books in Latin or French or German I have often found that sentences of which the meaning and construction were very doubtful to me before I began to transcribe have become perfectly clear as I went on, and I should now always prefer to write out an obscure passage to reading and re-reading it. I am sure, too, that the exact forms of the words and the common idioms become more thoroughly fixed in the mind by transcribing than by spending the same time in simply reading. But of course I am now speaking of transcribing intelligently, and if one sets children to copy they will think no more of the meaning of what they are writing than they do in any other "lesson." Still copying may be a very useful exercise. If children have to copy pieces of some language they are learning, the pieces may already be familiar to them, in which case they may occasionally have some consciousness of the sense; and should the pieces be unknown to them, they will have to observe and write carefully each separate letter, which is very improving to the hand.

Great complaints are made in many schools that the boys' handwriting is spoiled by "lines." I will not now discuss the merits of this mode of punishment; but, without expressing any approval of it, I may suggest that it can be made *improving* to the writing rather than the reverse. Let the master, when he gives, say, 200 lines, appoint some piece of a foreign language to be copied. Let him receive the lines by fifties, and let him take each fifty for what he thinks it worth. If it is faultless and very carefully written, he may take it for a hundred or even more; if it is in the ordinary style of punishments, he may value it at *par*; and any bad mistakes or great carelessness may sink it to 25 or 50 per cent. discount. If the objection be raised that this will give additional trouble to the master, I reply that this is one of the advantages of the method. In nine cases out of ten where punishment is necessary, the master himself is partly in fault, and it is very desirable that the lines should make some impression on his mind as well as on his pupil's. Moreover we require every inducement, selfish and otherwise, to prevent our setting punishments unnecessarily.

But to come back to transcription as a lesson. It has many practical advantages. It is easily set. It can be looked over by taking a piece here and there as a sample of the whole. And it has an excellent effect when the piece set is something which has been

learnt by heart: in this case the transcriber copies only where he cannot remember, and thus he gets the pieces impressed on his memory; besides, he often shows misconceptions which the master would never detect by the ear: e.g. a boy once wrote for me, instead of "we shall lose the support of a rich man," "we shall lose the sport." This convicted him of not understanding a simple sentence which he had said many times.

Perhaps transcription may be more common in schools than I suppose, but I am inclined to think it might often be substituted with advantage for wretched exercises and written translations which the master has neither the time nor the energy to get properly corrected.

R. H. Q.

I need hardly say that transcription, like dictation, may be analytical. A child may be set to copy in column all the substantives on a particular page, or all the adjectives, or all the prepositions. Later on, all the nominative cases may be required, or all the relative clauses, or all the neuter verbs. A written analysis of the clauses is very useful in the preparation of Latin construing. A vast amount of blundering comes from uncertainty about the main clause.

ON THE ACQUISITION OF LANGUAGES.*

IN the curriculum of English Education, that cane-fenced, birch-hedged, tear-watered nursery-ground for the cultivation of extra-paradisical saplings of knowledge, the tree of language has struck such deep root, and spread its branches so widely, that all its neighbours are stunted and dwarfed to shrubs. The tyranny of language is scarcely appreciated aright. Allow me a few personal reminiscences. From my eighth to my twelfth year I attended a large classical private school. My time was mainly devoted to Latin; there was a little Greek, and still less English, and, as an extra, a modicum of French, from which I have suffered all my life. All this was language. But there were some hours devoted to writing and arithmetic, and the writing-master heard those boys "say" Euclid whose parents wished it, as mine did. A little catechism of Sundays, of course. Two hours a week were allowed as "extras" for drawing, and one for dancing. Some boys were specially permitted to learn music. This was all. *Vox et præterea nihil!* Nothing but language! you will cry. But no, not quite; there was a *nihilius*, a something nearer nothing to be reached. The next three years and a half of my life were spent at Shrewsbury School, under Dr. (afterwards Bishop) Butler, scarcely heard of as an editor of *Æschylus*, but extensively known for his Geography and Atlas. Here again were Latin and Greek, with a weeny bit of English in shape of themes during

* A Lecture delivered before the College of Preceptors by A. J. Ellis, F.R.S. Dr. Leitner, of the Panjab Educational Department, in the chair.

half-a-year, classical geography and map-making. Watts's Scripture Catechism every other Sunday. A couple of lectures as a preparation for confirmation. "Extras" only more wretched French than ever, and some Algebra. Nothing else allowed. Boys were not even permitted to learn music; it was found to "interfere" too much with classical studies. Of course, Dr. Butler was no musician; my first schoolmaster was a violinist, as well as a good Greek scholar. My tale is not over. I passed on to Eton for three years longer, under Dr. Keate; a mere classicist. Here Latin and Greek alone formed the course. I had some difficulty in being allowed to take lessons in mathematics from a Cambridge man in overtime. They have changed this now, and admit mathematics into the curriculum, I believe. French, Italian, and German were "extras," not much cultivated. The Prince Consort's prize has given a stimulus to these studies since, but they are still "extras." I know there was a little of Porteus's and Tomline's theology stuffed into some corner, but it must have been very dark, as my mental vision cannot recognize it. Well, to continue. I was now half-a-year with a private tutor, and resumed English themes, but gave almost my whole time to Latin and Greek, with a flavour of mathematics. Cambridge now loomed, and here a choice was offered—all mathematics, or a mixture of mathematics and classics. I chose the mixture. At present, classics may be swallowed almost pure. The professorial lectures were quite optional, and felt to be nuisances to "reading men." Hence it was no wonder that I knew nothing of the chemical, botanical, medical, and even the modern history courses—law and theology were never thought of, being mere specialties; the physical lectures I attended for mathematical reasons,—they were almost entirely confined to physical optics.

Now, is not this a sad tale? For fifteen or sixteen years my life was given over principally to dead languages, with a little abstract mathematics. I am certain that when I took my degree, in 1837, I was totally ignorant of science proper, although I had some notion of mathematics, and my knowledge of those dead languages over which I had spent so many years was very small, poor, and inaccurate. Yet I believe that I was far above the average run. I had always done my school-work well, and I think got out of it as much as it was likely to give, and I took a fair place in both Triposes. A year after I took my degree I was advised to study in Germany, and was recommended to reside in Dresden. I actually did not know where Dresden was. I make this confession because it will serve to show how utterly the study of language and mathematics had overshadowed everything. In Dresden was fought the greatest battle of the first Napoleon, which decided his fate more than that of Leipzig. Yet I knew nothing of it! That is, nothing of modern history, of modern geography, of modern politics. Many years afterwards I availed myself of the privileges given to amateurs at the University of Edinburgh, to learn a little chemistry and practical

physics. I was turned out on the world, after a finished classical school, public school, private tutor, and university education, with nothing but a very disjointed examinational knowledge of mathematics, a supreme ignorance of language as language, and a very insufficient translating, a still less adequate writing, and a totally non-existent speaking mastery over Latin and Greek. My French, excruciatingly horrible when I left school, had been a little smoothed down by a long vacation in Paris, but that was a direct setting at naught of usual custom. As for German, I had not attempted that till after I had taken my degree. Have I not a right to complain that my masters did not know how to lead a willing, industrious boy into better paths?—did not even know how to make him understand the country in which they placed him?

It is not my purpose this evening to enter on the general question, What should be taught? With the highest education which the country could give forty or fifty years ago, in the condition which I have illustrated by my individual school experience, it is of course impossible to expect that languages should not remain the greatly predominating feature of our curriculum, and that in those languages Latin and Greek should not assume almost despotic sway. The teachers are, in fact, not able to teach anything else. How many can teach even these is a question which it is not convenient to press hard. But my own impression is that languages are not entitled to this supremacy, and that, in especial, Latin and Greek, in the present period of thought and civilization, are not the proper languages for general school instruction. Occupying the position which I fill in the Philological Society, as one of its Vice-Presidents, and for two years its President, I cannot be accused of iconoclasm in respect to the study of language when I make such a statement. There may be many pursuits well adapted for subsequent assiduous cultivation by men of leisure, which are out of place in the schoolroom. Language as such, its origin, intent, development, decay, revival, the relations between languages, the relation of their history to the history of thought, to political and religious changes, to geographical situation, the constituent parts of language in relation to sound and the logical expression of ideas, their connection and genealogy, the criticism of the forms under which written languages present themselves, metrical and prosaic, the determination of texts, the redintegration of fragments, and so on—are all pursuits of much interest to those who delight in antiquities and the footprints of thought, but they are quite unsuited to growing children and undeveloped intellects. Yet it is in all these directions that modern scholarship extends, and claims to lead the rising generation, at least in our highest educational institutions, and for such a development would prepare them in the lowest.

Dr. Jacob, in his *Lectures on Teaching the Classics*, which were delivered before and have been printed by order of the College of Preceptors, says that it is “of the greatest importance to accustom

young boys or girls to exercise such mental powers as *attention, observation, exactness or clearness of apprehension, the comparison of contrasts and similarities, generalization from a number of particular instances, the facility in tracing order in the midst of variety*," with every word of which I most cordially agree. But I could easily understand an advocate of science-teaching making every one of those claims for the particular science which he was recommending. I think the advocates of botany as a part of school-work use identically the same language. One feels therefore rather surprised at being told, a few sentences later, that Latin "affords *peculiar opportunities* for promoting the exercise of the very faculties which most need to be drawn out and trained in boys if they are to have an education which deserves the name." May not this belief, which is of course deeply rooted in Dr. Jacob and most other eminent classical teachers of long standing, be mainly due to the fact that the whole training of their lives has been classical, and that consequently, because they have been able to evolve these results from classical instruction more or less generally—may I be excused for thinking rather *less* than *more*?—they have been led, with sublime abnegation, to attribute to the subject what was rather due to the teachers?

When I was at college the distinction between classical men and mathematical men was very clear. There were a few double men; but, as a general rule, the classical men found mathematics, and the mathematical men found language, unapproachable mysteries. An eminent classicist in my day was plucked for mathematical honours, and in consequence, as the custom then was, could not take classical honours. In another case a boy who could not be made, with all care and patience, to acquire Latin, on going up to the applied sciences department of King's College, London, carried everything before him. These are only examples of states of mind well known to every teacher. In some cases they amount almost to idiocy; as the late George Combe used to say, he was "a born idiot in figures," which must have been incomprehensible to such men as George Bidder and Zerah Colburn. And there are hundreds of men to whom it is no matter of astonishment that mathematics should be incomprehensible, but who feel astonished at anyone failing in language. Yet, of all dreary, irksome, aimless drudgery, I know none which can exceed the acquisition of a language by a child that has no inborn faculty for the purpose, knowing that he will never be able to read it at sight, to write it with ease, or to speak it at all, and that he never will be called upon to use it in any way when the examination is over! The tread-mill is nothing to it, for at least corn is ground. The prison-crank is its only peer!

But, I admit it, languages must be learned, at least their own, by the densest; and in these days at least two or three others by all who wish to turn their minds to anything, to study any subject, to become conscious members of humanity. This is the real object

of learning a language, to use it as a tool for receiving and conveying thought. All other the secondary uses, as already described according to Dr. Jacob, can be deduced from almost any real study. The utter uselessness of Latin and Greek for this practical purpose to almost every boy who learns either, puts them out of court at once. It is perfectly absurd to speak of the humanizing effect of Latin and Greek; the grand literatures which they contain, their poetry, their philosophy, their history, the enormous influence which they have had upon the literature, poetry, philosophy, the whole tone of thought prevalent among civilized nations,—I say that it is perfectly absurd to advance all these arguments when the only condition which could make them valid is wanting. That condition is that those who acquire them should be able to use them—that is, should be able to take up a Latin or Greek book and read as most of those who have learned French and German would be ashamed not to do with French and German books; should be able rapidly by the eye to drink in the sense without the laborious consultation of dictionaries, without having to consider their own language at all; should be able to think in the languages so far as to speak and write in them with tolerable facility, making the words and phrases immediate representatives of thought. Without such power we have no notion of the meaning or literature of a language. The words are tasks to get up, or symbols to decipher, not the utterances of genius. What percentage of those who leave public schools or the universities are capable of doing this? can feel the difference between the language and style of Lucretius and Virgil or Lucan? can distinguish Horace from Juvenal or Persius? can contrast Livy with Tacitus or Sallust? can compare the philosophical writings of Cicero and Seneca, or the letters of Cicero and Pliny the younger? Dr. Jacob tells us that “to write a good piece of Latin prose”—good, it is to be presumed, merely in choice of words and grammatical or idiomatic correctness; few, perhaps, have considered that it ought also to be good chronologically, that is, that its grammar and idioms should be all of a piece, and not a mosaic of sparkling fragments, as if an English writer were to knead up Chaucer, Shakspeare, and Macaulay into one doughy cake,—Dr. Jacob tells us that “to write a good piece of Latin prose is one of the highest accomplishments of an advanced scholar;” and proceeds to speak of the “very gross grammatical blunders, such as those which almost always appear in our examination papers when the translation into Latin is attempted.” There are certainly not five in a hundred of those who learn Latin in our schools who can read with ease an unconned piece of Latin, or write off-hand a Latin letter on a familiar subject. I need not say a word about Greek. With all such people, learning Latin has been an arrant failure. They have done worse than waste their time. They have learned to make marks, to take places, to receive prizes, for mere botch-work. The mental effort is saved from being destructive simply by the unreality which the boys quickly

learn to associate with school studies, of which the only sensible aim is—success in an examination.

The tree of language is indeed vast in our schools; but it is, after all, but an overgrown weed!

Good masters learn to hang many a garland on its unsightly knots by the way, and to bend many of its branches into unnatural but more or less useful directions. These, however, are of the fewest. And these results are not legitimate deductions from teaching language. They are the offspring of lessons on geography, history, civilization, antiquities, logic, philosophy, political economy, unsystematically introduced, and tending, so far as they are given, to render the lessons on language proper less effective. Nay, even the lessons on comparative philology, which are constantly introduced, are out of place. They have great interest for the teacher,—who ought to be far in the country where he would land the pupil,—and they may amuse, where they do not confuse, the learner; but they cannot really instruct him till he is very far advanced. Language as an end, as a subject in itself, is one of the most difficult studies for adult minds. A plum or two may be picked out here and there for a learner's delectation; but to make comparative philology a school or even a university study is, to my mind, a mistake. The mere fact that much of it rests upon conjecture, and that that conjecture cannot be criticized without many years of study by mature minds, shows its unfitness for such purposes. Where we have so much to teach, let us not fritter away time on the unteachable.

What, then, should we mean by the acquisition of a language for school purposes? Much that is not as yet attempted, with the omission of much which has been, if not attempted, at least contemplated.

The amount acquired should be limited to the grasp of a child's mental powers. By this I do not mean that it should be confined to grammar. We laugh at the poor *skolastikos* in Hierocles, who, having once nearly come to grief, swore that he would not touch water till he could swim. But it seems a very practical realization of, such a proceeding not to teach a child to speak till it knows grammar. I recollect the chaplain of an almshouse complaining to me, forty years ago, that his committee obliged him to teach the boys Latin grammar, and would not allow him to teach them to translate a single Latin book! All swimming without water!* So far from considering grammar elementary in learning a language, I consider it a considerably advanced stage. No one will dispute the fact in his own language; and no one will also dispute the fact that a child may learn to speak several languages at once, which he never confuses either in words or construction, without

* The Charity Commissioners have revenged the chaplain. They have pensioned off the old bedesmen, and have converted the almshouse or hospital, as it was called, into a large and flourishing school, where much more than grammar is taught.

having learned any grammar at all. After a learner has acquired two or three languages grammatically, then he may begin a new language by looking through a grammar, and extracting or noting the most useful forms; but even then he never really knows the grammar till he has imbibed it gradually with the words of the language itself. But this by the way. The amount of a language to be acquired by a child, and to be rigorously exacted by the teacher, should, as I have said, be always limited to the grasp of the child's mental powers. The most fluent speaker, the most excursive reader, the most practised writer, never—unless he happen to be a writer of dictionaries, and even in that case rarely—speaks, reads, or writes every word in any language. Our dictionaries show from 100,000 to 200,000 words. Shakspeare is said to use 15,000 words. I roughly estimate those in Milton's poetical works at the same amount. Both of these writers have a very copious vocabulary. If we were to exclude all the words which they do not employ more than ten times, we should probably reduce the amount nine-tenths, or to about 1,500. (This is a rough estimate made on Cleveland's Concordance to Milton.) Mr. David Nasmyth, having taken the trouble to determine the most frequent words in our language, gives fewer than 2,750 in the permanent, and fewer than 700 more in the auxiliary, vocabularies attached to the German section of his "Practical Linguist." To place the number high enough, let us say that 5,000 words of any language are enough for any child to learn at school, and that half that number would be a respectable amount. Of course these words have not to be learned as 100 columns of 50 words each, like the fearfully serried ranks of the spelling-book,—although it would be very useful to have such a table of the 5,000 most frequent words in any and every language which has to be acquired. Of course, also, the whole of each word has to be learned: if a noun substantive or adjective, its gender, each number, each case; if a pronoun, the whole of its forms; if a verb, all its tenses and other parts; if a preposition, its uses in connection with verbs and nouns, and so on. Of course, also, the usual mode of expressing relations of ideas by these inflections—that is, grammar proper—so far as these words extend, has also to be learned. And all this has to be learned actively as well as passively; that is, the pupil must not only receive the idea when he sees the words phrased, but he must be able to phrase the words when he conceives the idea. In other words, he must have not only a reading, but a speaking and writing knowledge of the language he has been studying, so far as he has studied it. The view, then, that I take of the acquisition of language furnishes plenty of work, although somewhat differently distributed, and with a somewhat different aim from the school-work. But in order to make this clearer it is necessary to enter into some particulars.

I adopt as sound Mr. Nasmyth's principle, that every word in a language has a numerical value, determinable by actually counting

every word every time that it occurs in a great variety of books, and that in learning a language words should be taught in the order of their frequency thus determined. Some riders to this principle appear necessary. Not only should the frequency of words be determined, but also the frequency of inflections and constructions. Not only should the vocabularies be divided into *permanent*, consisting of words, inflections, and constructions, which are indispensable for the most ordinary purposes of speech, and *auxiliary*, consisting of words confined to particular subjects, such as food, dress, times and seasons, money, furniture, parts of the body, family relations, occupations and offices, and common miscellaneous objects, according to Mr. Nasmith's classification; but they should also be subdivided according to stages of mental development. Thus, for the youngest classes in schools, the words should be culled from books especially intended for the young—there are none such in the classics, and this is itself a great objection to their early use in education. Again, Mr. Nasmith founded his arrangement upon a numerical computation of the frequency of words in "five books of the most dissimilar character, one being a large book of dialogues." Perhaps the range was hardly extensive enough; but, apart from this consideration, it does not appear that inflections and constructions were specially treated, nor that any language but the English was examined. This is a matter, however, of prime importance. It does not by any means follow that the numerical value of any word in the English language determines even approximately the numerical value of the only corresponding word in another language. This point was forced upon me by attempting to apply Mr. Nasmith's system to Hungarian, which bears no relation to the Indo-European languages. I got an Hungarian friend, who was well acquainted with English, to translate for me as literally as he could, without sacrificing his own idiom, the first ten exercises and the appended dialogue in the English section of Mr. Nasmith's Practical Linguist; and I found that the utterly diverse principles of construction in language, and the extremely different habits in relation to food, to which all these particular exercises especially relate, rendered the chain of words and sentences inappropriate.* Hence I believe that the same pains which Mr. Nasmith has taken to obtain the numerical values of words in English must be bestowed upon finding

* In "The English Language on Nasmith's Practical System adapted to German, by Lincolns T. Frickard, Esq., F.R.G.S., assisted by Saiyad Jáfár Hosain and Mirá Khudábád Bag; London, Collins, 1873," the differences of habits of food changes the first exercise wonderfully. 'Bread and milk' remain, but 'the meat and the gravy' becomes 'the rice and the dall,' and 'some brandy and water' appears as 'some ice and water.' 'She has eaten some ham' is 'she has eaten some fruit.' 'He will drink tea' is 'he will drink a little coffee.' And yet English was here being taught to Hindoos, not their language to Englishmen. The idioms, therefore, remain unchanged. Some slight deviations will be found on comparing the English, German, and French books also.

those in any particular language which it is proposed to study. When it is once understood that this is a practical need, there is little doubt that it will be done; * and in the mean time we have every reason to be grateful to Mr. Nasmith for his assistance, and the careful manner in which he has applied his principle to the three principal languages which it behoves every Englishman to know familiarly, English, German, and French.

Let me illustrate the principle of numerical values by a few examples. Mrs. Horace Howard Furness privately circulated as an experiment, in 1872, an index to "every word" contained in Shakspeare's poem of *Venus and Adonis*. This furnishes about 9,000 references, showing that the poem contained so many words, counting every repetition. Out of these, 104 words beginning with A occur in 844 passages. Of these the following 52 words occur only once: abate, abhor, a-billing, above, accurst, ache, add, added, adder, adieu, ado, advised, advisedly, affected, afraid, agents, agree, ague, aid, aidance, alabaster, altars, although, always, amain, amid, among, anew, anger, answering, anthem, apparition, appetite, applying, apt, aptly, ariseth, array, arrow, ashy-pale, ask, askance, aspire, assayed, assure, asunder, attain, attend, audience, author, awed. That is, exactly one half the number of words occur with a frequency of only 1 in 844, referred to the group beginning with A, or 1 in 9,000 for the whole poem. The following 10 are the only words which occur more than 10 times: a, Adonis, again, all, an, and (the most frequent), are, art, as, at. Of these "Adonis" is a mere accident, due to the subject of the poem, but the other 9 belong to the "permanent vocabulary" for English. Yet certainly not for Latin, where *a*, *an* have no expression, and *at* almost every time it occurs would have to be rendered in a different manner. Thus, "at strife, at first, at last, at leisure, at bay, at vantage, at all, at random," are idiomatic phrases; "relenteth at, smiles at, starts at, spurns at, aim at, trembles at, knocks at, strike at, whet his teeth at, melt at," are idiomatic constructions. This will explain

* Since this lecture was delivered, Mr. Nasmith has informed me that the numerical value for French words was found from French books for his treatise, and that for Italian he has the 5000 words at least now ready. His system has been as yet applied only to English to teach children to read, and as a system for teaching English to Hindoos, and to German, and to French, both of the latter for teaching them to English people, all under the name of Nasmith's *Practical Linguist* (published by D. Nutt). I am glad to bear my testimony to the excellence of mere workmanship in the production of the German and French parts. The original idea has been thoroughly well carried out. A gentleman present at my lecture stated afterwards that a wonderful improvement was experienced in a large French class as soon as Mr. Nasmith's book was introduced. Mr. Meiklejohn, on a former occasion when I was present, gave an equally favourable account of his experience of the use of the German books with a large class of ladies. This testimony with regard to the application of the system to large classes is extremely important. No one who has studied the books could feel any hesitation as to their adaptability for private instruction.

the importance of enumerating constructions as well as words, and of enumerating for different languages separately.

A grammarian, on the other hand, gives all the forms of inflection and construction at once; and, since usual forms are lumped in general rules, while exceptions are given separately, the exceptional forms become the most conspicuous parts. A few of the exceptions are more common in all languages than the general form (witness many of the irregular verbs), but most of them are of rare occurrence. Yet the attention of the learner is often drawn to all these forms, and all the regular forms of inflection, however rare the latter, before coming to the language itself. The grammarian forgets the extremely different position which he himself occupies as an adult familiar with the language, compared with a child, whose brain is yet growing, who knows nothing of the foreign tongue, and is not too familiar with his own. A grammar is very useful in classifying and recalling known phenomena. I am inclined to consider it hurtful in attempting to classify the absolutely unknown. There are thousands of little points of interest in a language for a student that already knows much of it and of other languages. Painful experience has taught me that the hardest lesson a teacher has to learn is *abstention*. He must consent to present to the child only what is suited for the child, though he must know also what is suited for the adult. Especially in the teaching of language he has to take care not to overwhelm the learner with a quantity of distracting and confusing details, but to see that everything taught is essential to the end, and that everything thus taught is also absolutely learned.

Absolutely learned. Mark the phrase. It is essential to progress in language, above all other subjects of instruction, that every rung of the ladder should be secure. A word once acquired should never be forgotten. It should be fixed in the mind by constant but varied repetition. Jacotot's principle of teaching was essentially linguistic. But he began anywhere. The first book of Telemachus was about as unpromising and inappropriate a work as could have been selected. But his success with such materials shows the wonderful vitality of his principle. Apply it to a carefully graduated book, such as Mr. Nasmith's 22 pages of exercises and 24 pages of anecdotes, even without his adjuncts—which are really indispensable—and the result would be much more striking. Use the principle, with the addition of variety, and Mr. Nasmith's adjuncts, and the acquisition of language is secured. But the principle must never be lost sight of. Every word should be secure, known when heard, ready when its idea is conceived. It is this last active readiness which is the really essential point to be reached by linguistic teaching. Words must occur to the speaker literally as quick as thought, or they fail in their use. Hence, on no account can hesitation be tolerated, or inaccuracy overlooked, in the active use of foreign words and phrases. This is secured by making the active part of the pupil's

work his principal work from the first. There is no doubt whatever that if the active result is secured the passive is certain. No one who can speak fluently feels the least difficulty in understanding fluent speech. But the converse is not at all true. How many can read, and read fluently, nay, can understand a deliberate speaker, who are nevertheless totally unable to write or reply to him in his own language! But do these persons know the language? Not at all, not at all. It is mere self-deceit to suppose that we know a language we cannot speak and write. The words read and heard do not call up in our minds the thoughts and feelings which actuate their writer and speaker, unless similar thoughts and feelings in ourselves call up similar words. At most these readers are translators, and it is notorious that translations are not renderings. At best they convey information. But so different is the ground covered by words and phrases in different languages, so various and unlike the associations which custom, uses, political circumstances, social environment and habits, geographical situation, and so forth, have woven round the words of a language, especially in its highest form of philosophy and poetry, that translations are mere distortions.

(To be continued.)

CORRESPONDENCE ADDRESSED TO THE EDITOR.

University Examinations.

SIR,—One of the educational authorities, in an extract which appears in this report, says that two-thirds of candidates ought to pass in every subject. This may be true of Sanskrit, which is an easy subject for natives; but with regard to English, which is full of difficulty to foreigners, and the teachers of which are fewer in the colleges, it may be fairly said that this proportion is a little too large. Moreover, according to the present system a candidate's knowledge is not properly tested. He may know his books well and yet not know the very few questions set. A separate paper should be given for each English book.

EXAMINER.

Four English Papers in F.E.A. and B.A.! Is this practicable? And is it necessary? Can a candidate "know his books well" and yet not find enough questions in an average paper to enable him to obtain the very low percentage of marks required to pass? We doubt it.—Ed.

NOTICES TO CORRESPONDENTS.

Observer (Poona).—No.

R. G. K.—Thanks. The great thing is to get at the facts. Differences of opinion as to the interpretation of facts are inevitable

and do no harm, but good, but there should be none as to the facts themselves.

- A Teacher (Indore) informs us that "a hot controversy" is raging in that place as to the true interpretation of a line in the speech of Polonius to his son Laertes, *Hamlet*, I. 3. 76. The line is "For loan oft loses both itself and friend," and the dispute is as to the meaning of the word "friend." We are delighted to hear that the interpretation of Shakespeare excites so much interest in Indore, though we cannot regard this particular question as a *dignus vindice nodus*. The friend is, of course, the friend to whom the loan is made. A friend may not consider the obligation to repay so binding as if the transaction were a purely commercial one. The lender will naturally "have other notions of" his money, as Dr. Johnson expresses it. The result is very likely to be a loss of the money and a severance of the friendship. This is a familiar piece of wordly wisdom, and no English reader would pause for a moment in reading it. Now one party in Indore says that "friend" means the interest of the money, and that the line means that lenders often lose both principal and interest. This interpretation illustrates admirably, we think, the danger of departing from the historical method of treating language. Can any one in Indore show a passage in English where interest is spoken of as the friend of money? Passages are produced in Marathi where this is the case, but it is obvious that these are not admissible till passages in English are first produced. The question is not what a passage *may* mean, but what, as a matter of history, the words did actually mean. We say so much on the point because it illustrates this principle well.

GILCHRIST SCHOLARSHIP EXAMINATION PAPERS, 1876.

LONDON MATRICULATION EXAMINATION, JANUARY 1876.

Thursday, January 13; Morning, 10 to 1.

ENGLISH LANGUAGE.

Examiners, Rev. Prof. Brewer, M.A., and C. Knight Watson, Esq., M.A.

[Not more than ten questions are to be answered.]

1. Write out and punctuate the passage to be read by the Examiner. Underline the words of classical origin.
2. What are the principal epochs and events which mark the growth of the language of this country?
3. Enumerate the channels through which words from the Latin were introduced into English, and classify the Latin elements accordingly.

4. State fully both the rules and the exceptions for the formation of English plurals. Give six examples of nouns which have two plurals with different meanings.

5. Account for the underlined portions of the following words :—*Newt*, *Coward*, *Streamlet*, *Asleep*, *Enough*, *Atonement*, *Kindred*, *Gainsay*, *Forgive*, *Am*, *Loveth*.

6. Into how many classes may Verbs be divided? How many Moods and Tenses are there?

7. What are the various meanings of the verb *owe*? In what different ways is it conjugated?

8. State what you know of the origin, forms, and uses of English Gerunds.

9. Discuss fully the various uses of *as* and *than*.

10. When did *its* first come into use? How had its place been previously supplied?

11. What is *to* in the following expressions?—"early *to* bed and early *to* rise"; "Go *to* now"; and all *to*-brake his head"; "Such a *to*-do"; "*To*-day"; "What went ye out for *to* see?"

12. When the idea expressed by a noun is plural and the form singular, what is the number of the verb? Answer the same question when the idea is singular and the form plural.

13. Write down in separate columns Adverbs (1) of place, (2) time, (3) manner, and (4) degree. How do adverbs differ from conjunctions?

14. Give a logical analysis of the following passage :—

"My way of life
Is fall'n into the sear, the yellow leaf;
And that which should accompany old age,
As honour, love, obedience, troops of friends,
I must not look to have."

GOVERNMENT CENTRAL BOOK DEPOT.

MONTHLY LIST OF NEW BOOKS OF THE GOVERNMENT CENTRAL BOOK
DEPOT, BOMBAY, FROM THE 16th DECEMBER 1875 TO 15th
JANUARY 1876.

NEW BOOKS PUBLISHED BY THE DEPARTMENT.

MARATHI.

	Rs.	a.	p.
Patwardhan (S. V.)—Elementary Geography, Part I.—			
Description of the Bombay Presidency	0	2	6
Bapat (G. S.)—Hari ani Trimbak	0	10	0

GUZERATI.

Dalpatram Dayabhai.—Guzerati Kavyasankshēpa; or, Selections from the Guzerati Poets	1	0	0
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NEW EDITIONS OF THE FOLLOWING BOOKS HAVE BEEN PUBLISHED :—

ENGLISH.		Rs.	s.	p.
Howard (E. I.)—Third Reading Book, new and revised edition		0	8	0
Cooke (Samuel).—First Principles of Chemical Science, 2nd edition, revised and enlarged		1	4	0
MARATHI.				
Departmental Marathi Third Book, 5th edition, stereotyped		0	5	6
GUZERATI.				
Hope (T. C.)—Departmental Guzerati First Book, 11th edition, stereotyped		0	1	6
MARATHI MAP.				
Map of the Bombay Presidency in Devanagari character, revised edition, coloured and mounted on cloth and rollers		3	0	0

ENGLISH BOOKS ARRIVED FROM ENGLAND.

Goldsmith's Traveller, with notes, by McLeod	0	12	0
Adams' Rudiments of English Grammar	1	0	0
Gray's Poetical Works, the Aldine edition	0	12	0
Cowper's Task, First Book—the Sofa; by McLeod	0	12	0
Newth's Natural Philosophy	1	12	0
Barnard Smith's Arithmetic	2	4	0
Do. Arithmetic and Algebra	5	4	0
Chambers' Exemplary Biography	1	0	0
Berquin's Children's Friend	0	8	0
Cowper's Poems (Chandos Classics)	0	12	0
Pope's Essay on Man (do.)	0	12	0
Do. do. (Clarendon Press Series)	0	12	0
Chesterfield's Letters	1	4	0
Shakespeare's Julius Cæsar, by Hunter	0	8	0
Leigh Hunt's Men, Women, and Books	1	4	0
Do. Wit and Humour	1	4	0
Page's Introductory Text Book of Physical Geography ..	1	4	0
Addison's Spectator	3	0	0
Thomson's Seasons, 2 vols., edited by Jeaffreson	2	0	0
Scott's Poems (Dick's edition), paper-bound	0	4	0
Do. (do.), cloth-bound	0	8	0
Allen and Cornwell's School Grammar	0	14	0
Ogilvie's Student's Dictionary	1	12	0
Routledge's Diamond Dictionary	0	8	0
Arabian Nights (Dick's edition)	0	4	0
Do. (Nimmo's do.)	2	8	0

	Rs.	a.	p.
Webster's Complete Dictionary, Pictorial Edition	15	12	0
Goldsmith's Poetical Works (Dick's edition)	0	4	0
Johnson's Lives of the Poets (Chandos Classics)	0	12	0
Collins' Dictionary of Derivations.....	0	8	0
Goldsmith's Vicar of Wakefield.....	0	4	0
Ince's History of England	0	8	0
Scott's Ivanhoe.....	0	8	0
Johnson's Rasselas, by Hunter	1	4	0
Herschel's Astronomy.....	1	12	0
Key to Colenso's Arithmetic	2	8	0
Do. Algebra	2	8	0
Cowper's Task (Clarendon Press Series)	1	8	0
Pott's Euclid, Book I.	0	8	0
Maunder's Biography	3	0	0
Do. Science ..	3	0	0
Thomson's Seasons (Pocket Classics)	0	4	0
Berkley's History of Rome.....	2	8	0
Green's Short History of the English People	4	4	0
Austen's Pride and Prejudice.....	0	12	0
Tennyson's Idylls of the King and Council	1	4	0
Burke's Speeches, 2 vols.	3	8	0
Cornelius Nepos, by Young.....	0	8	0
Arnold's Introduction to Latin Prose Composition, Part I.	3	4	0
Do. do. do. Part II.	4	0	0
Johnston's Historical Atlas.....	1	4	0
Do. Political Modern Atlas	1	4	0
Warne's Atlas ..	0	4	0
Heywood's National Atlas, containing 32 Maps	0	8	0
Black's School Atlas of Modern, Ancient, and Physical Geography, by Hughes	5	4	0
Chambers' Large Atlas	5	4	0
Philips' Atlas for Beginners	1	4	0

DEPARTMENTAL NOTICES.

Books sanctioned.

NOTIFICATION.

The Narmagadya, Part II., is sanctioned for use in Government Schools.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

21st January 1876.

Appointments on Progressive Pay.

NOTIFICATION.

The subjoined Government Resolution, No. 120, dated 10th instant, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th January 1876.

Salaries and Allowances.

No. 120.

FINANCIAL DEPARTMENT.

Bombay Castle, January 10th, 1876.

Resolution of the Government of India, Financial Department, No. 3137, dated 21st December 1875:—

Read again Resolution No. 4218, dated 27th October 1875.*

RESOLUTION.—By this resolution it was determined that, as a general rule, progressive pay shall not rise from a minimum to a maximum by less than five equal annual increments, and that this scale of increments shall be substituted for any more favourable scale previously sanctioned whenever a succession occurs to any existing office the pay of which is progressive.

The Governor General in Council is now pleased to rule that the increase thus ordered in the period in which the pay of any office existing on the 27th October 1875 shall rise from a minimum to a maximum shall not apply, in the case of a department divided into grades or classes, to any officer who was already on that date a member of the department.

RESOLUTION.—To be communicated to all Departments of the Secretariat, all Heads of Offices, and the Accountant General, in continuation of Government Resolution No. 3645,* dated 10th November 1875.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

* See Record for month of December last year, page 283.—Ed.

Corrections in Standards for Marathi Schools.

ERRATA.

Corrections as under should be made in the Standards for Marathi schools:—

- Page 2.—Standard VI. 4th head, (b) Geography, marks allowed 50.
 „ 2, line 6 from the bottom: after the words “and Division of”
 insert “numbers less than 1,00,000 by.”
 „ 3, „ 13 from the top: instead of “five times” read “five
 lines.”
 „ 3, „ 19 from the bottom: instead of “from $\frac{1}{4}$ to $\frac{1}{2}$ ” read
 “from $\frac{1}{4}$ to $2\frac{1}{2}$.”

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
 29th January 1876.*

*Travelling Allowances of Ministerial Officers in receipt of
 daily Batta.*

NOTIFICATION.

The subjoined Government Resolution, No. 165, dated 12th January 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
 31st January 1876.*

No. 165.

*EXTRACT from the Proceedings of the Government of Bombay in the
 Financial Department, dated 12th January 1876.*

Read again the following letter, addressed by this Government to the Government of India, Financial Department, No. 3488, dated 27th October 1875.

With reference to the Notification of the Government of India, No. 2511, dated 6th August 1875, I am directed to request that you will be so good as to favour this Government with instructions as to whether when a ministerial servant in receipt of daily batta and drawing a salary of more than Rs. 50 per mensem has to travel partly by rail and partly by road on the same day, he is to be allowed the railway fare in addition to his batta for that day. It has been the practice in this Presidency to allow both batta and railway fare in such cases.

Read letter from the Government of India, No. 3210, dated 29th December 1875.

I am directed to acknowledge the receipt of your letter No. 3488, dated the 27th October 1875, and in reply to state that a ministerial officer in receipt of daily batta and drawing a monthly salary of Rs. 50 or more should, when he has to travel partly by rail and partly by road on the same day, be allowed either second class railway fare or batta at the regulated rate for the period of the journey, but he should not be allowed to draw both railway fare and batta for the same day.

RESOLUTION.—Copies of the above letters to be forwarded for the information and guidance of the Accountant General, and all Heads of Offices under the several Departments of the Secretariat.

Ordered that copies of the above be forwarded to—

The ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT.

E. W. RAVESCROFT,
Acting Chief Secretary to Government.

Forgery of School Certificates.

NOTICE.

No. 4441 of 1875-76.

Chotalal Narotam, formerly a student in the Kaira Anglo-Vernacular School, has been sentenced by the Assistant Sessions Judge, Kaira and Ahmedabad, to two months' rigorous imprisonment, having been convicted of the crime of forging a certificate purporting to be signed by the Head Master, Kaira Anglo-Vernacular School, and presenting the same to Major LaTouche, Superintendent of Police, Kaira, in order to obtain admission to the public service.

2. Girjashankar Jivram, a student in the Nariad High School, has been dismissed from the school, as it appears, from the remarks made by the Assistant Judge in his finding, that he aided Chotalal Narotam in drawing up the forged certificate in question.

E. GILES,
Acting Educational Inspector, N. D.

*Surat, Office of the Educational Inspector, N. D.,
31st January 1876.*

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM 16th DECEMBER 1875 TO 15th JANUARY 1876.

16th December 1875.—Mr. Vinayak Krishna Goré, Head Master, Poona City School, is appointed substantive *pro tem.* Head Master, Jagannath Shankersett First Grade Anglo-Vernacular School, Bombay.

- 16th December 1875.—Three months' leave on private affairs is granted to Mr. Krishnarao F. Marathé, Third Assistant Master in the Satara High School.
- 13th December 1875.—Two months' leave of absence on private affairs is granted to Mr. Krishnaji L. Datar, Head Master, Dhulia First Grade Anglo-Vernacular School.
- 22nd December 1875.—Mr. Matburadas Anuratlal, Probationary First Assistant Master, is appointed Acting Head Master of the Junagadh High School during the absence of Mr. Angal on sick leave.
- 27th December 1875.—The unexpired portion (24 days) of the seven months' leave, without pay, granted to Mr. Krishnaji Hari Damlé, Fourth Assistant Master, Rajaram High School, is cancelled.
- 29th December 1875.—Mr. Balwant Shridhar Sahasrabudhé, Fourth Assistant Master, Satara High School, is appointed to act as Third Assistant Master in the same school, *vice* Mr. K. T. Marathé, on leave.
- 31st December 1875.—The unexpired portion (from 13th to 24th December 1875) of the leave granted to Mr. D. D. Bhatt, Second Assistant Master, Broach High School, is cancelled.
- 5th January 1876.—45 days' examination leave (from 10th November to 25th December 1875) was granted to Mr. G. R. Amberdekar, Second Assistant Master (Marathi side), Belgaum High School.
- 5th January 1876.—Mr. Rango Balkrishna Atré, Acting Seventh Assistant Master in the Ratnagiri High School, was allowed examination leave from the 22nd November to the 14th December 1875.
- 7th January 1876.—Mr. Shridhar Ganesh Jinsiwale is appointed Latin Reader, Deccan College, during Mr. Aitken's absence.
- 7th January 1876.—Mr. Damodhar Ganesh Kelkar is appointed Senior Fellow in the Deccan College.
- 9th January 1876.—Mr. Ramchandra Ganesh Bagal is appointed Acting Fourth Assistant Master, Satara High School, from the 3rd instant, *vice* Mr. B. S. Sahasrabudhé, promoted.
- 11th January 1876.—Mr. H. M. Page is re-appointed a Fellow in the Poona Civil Engineering College, from the 1st instant till 31st December 1876.
- 11th January 1876.—Mr. Sadashiv Ramchandra Bhagwat is appointed a Fellow in the Poona Civil Engineering College from the 1st instant to 31st December 1876.
- 11th January 1876.—Mr. A. H. Williams, L.C.E., is appointed a Fellow in the Poona Civil Engineering College from the 1st instant to 31st December 1876.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th January 1876.

THE
Bombay Educational Record.

No. 3.]

MARCH 1, 1876.

[Vol. XII.]

THE MONTH.

THE fee for attendance at Elphinstone College, which has hitherto been Rs. 5 per mensem for Mofussilites and Rs. 10 per mensem for residents in Bombay, has been altered into Rs. 10 per mensem for all students, without distinction. The change will not, however, affect students already in the College, but only those who may hereafter join. The fee in the Presidency College, Calcutta, is Rs. 12 per mensem. The fee in the Deccan College will, we understand, continue to be Rs. 5 per mensem.

THE total expenditure on education in this Presidency during the year 1874-75 was Rs. 22,57,297, namely, Rs. 10,66,269 from Provincial Funds, and Rs. 11,91,028 from Local Funds. The total expenditure upon education in Bengal during the same period was Rs. 39,27,000, of which Rs. 22,59,000 were contributed by Government, and Rs. 16,68,000 were paid by the people. The School Board of London contrived to spend in the same time on primary education alone in London Rs. 87,36,610! A large proportion of this enormous expenditure, it should however be mentioned, was on building.

The subject for the first series of lectures by the Wilson Philological Lecturer of the University of Bombay will be "Sanskrit, and the Prakrit Languages derived from it." The series will consist of not fewer than six lectures. Candidates for the lecturership are invited to send in their applications to the Registrar on or before the 1st day of May next.

WE omitted to note last month that the important orders of the Government of India, reprinted at page 177 of our issue for August last, which define the limits within which it is permitted to servants of Government to connect themselves with the public press, have received the formal approval of the Secretary of State. "They," the orders, "are in accordance with the instructions which have from time to time been conveyed to the Indian Government by the Court of Directors and Her Majesty's Government. They will facilitate the proper performance of confidential functions, and will protect the officers under your orders from imputations which are very seldom deserved."

DEATH has been terribly busy of late in the higher ranks of the Bengal Educational Service. Out of a total of less than 40 graded officers no less than 4, including the Director of Public Instruction, have died within the period of a few weeks. The case of one of these officers, Mr. Lobb, had something peculiarly sad in it. He was absent on furlough in England, and had been promoted to a higher grade during his absence. The letter announcing his promotion, however, never reached him; it crossed a letter carrying to Calcutta the sad intelligence of his death.

SIR RICHARD TEMPLE, the Lieutenant-Governor of Bengal, has decided that, save in cases of special exception, candidates shall not be admitted to the upper class of the Native Civil Service unless they have taken a degree, nor to the lower class of the service unless they have passed the First Arts Examination.

OUR readers are aware that there is a party of educationists in England who warmly advocate a reform of English spelling. We printed some interesting notes on the subject in our January number of the year 1873. A Mr. E. Jones, who has devoted himself to this subject with much ardour, wrote to the well-known author and experienced School Inspector, Mr. Matthew Arnold, inviting his cooperation. Mr. Arnold's reply shows that he has no faith in the success of schemes of this kind. It is as follows:—"Thanks for your letter and pamphlet. Let me say that I regret to see you wasting your time on a project of revolution which the older I grow the more I see to be chimerical. You have some good names in favour of it; but a man like Professor Max Müller would not entertain it unless he were a foreigner, and without a native's tact for what in the way of change of language is admissible and possible. Do not spend yourself on this work."

Is the meantime the Germans do not appear to despair of improving their spelling. We read in an English periodical that the Erlangen Professor Rudolph von Raumer, who has been entrusted by the German Government with the framing of a scheme for spelling reform, has now performed his task, and meetings of deliberation have been held on his labours since the 4th of December last. To these meetings, presided over by Dr. Falk, have been invited professors and other scholars from Strasbourg, Heidelberg, Leipzig, Berlin, and other towns in different parts of the empire, and also one delegate of the book trade, and another of the compositors' association.

THE REV. R. H. QUICK, M.A., Trinity College, Cambridge, late Assistant Master at Harrow, and author of "Essays on Educational Reformers," has been appointed Professor of the Science and Art of Education to the College of Preceptors, London, in succession

to Professor Payne, who has resigned on account of ill health. The new Professor announces a first course of ten lectures on the History of Education, in which he proposes to trace the growth of educational ideas and practices, and thus to contribute to the clear understanding of the present position of the profession. "The attention of the student will be directed chiefly to the great educational theorists and inventors of methods who have lived since the revival of learning, and have had the greatest influence on practice. Among these may be reckoned the Jesuits (with their chief writers on practice, Sacchini and Jouvency), Ratichius, Comenius, Locke, and Rousseau; then the chief writers in the controversy started by the Philanthropinists; lastly Pestalozzi and Fröbel. The lecturer will aim at treating of these great authorities not in such a way as to give a complete account of all or any of them, but so as to bring out their influence on our present practice and our present idea. In the opening lecture he proposes to point out some advantages to teachers from the study of Educational Literature."

PROPOSED INDIAN INSTITUTE AT OXFORD.

Professor Monier Williams hopes to be in Oxford in May next, and intends submitting to the consideration of the University the following propositions relating to the scheme for founding an Indian Institute at Oxford:—

I. The University to give a site for the building in a convenient part of Oxford.

II. To provide stipends for professors or teachers of Sanskrit, Arabic, Persian, Hindustani, Bengali, Marathi, Tamil and Telugu, Indian History and Indian Law (if not already provided).

III. To provide rooms for young Indians either in the building or near it, and to appoint a Superintendent or Tutors whose business will be to watch over the occupants of the rooms, and to promote their happiness, comfort, and well-being of mind and body.

V. To allow all young Indian students to be members of the University, with admission to all its lectures and privileges, on payment of a matriculation fee of about £5 (covering the whole period of residence in Oxford), and on producing testimonials of moral character, and on giving evidence of proficiency in the usual subjects of an English education, not however necessarily including Greek and Latin, for which proficiency in Indian languages might be taken as an equivalent.

VI. To make facilities for their going through courses of study in Chemistry and every branch of Physical Science in the University Libraries and Laboratories, and for attending the lectures of the University Professors in Law, Medicine, Political Economy, and History.

VII. To make facilities for Medical students attending Clinical Lectures in the Oxford Infirmary, if required, and for Law students attending the Oxford Assizes, and going to London (1 hour and 20

minutes distant by railroad) occasionally to attend and take notes in the Law Courts, and to keep terms in the Inns of Court if necessary.

VIII. Not to compel all young Indian students to pass the Degree Examinations, but to enable those who desire degrees to graduate in an Oriental School, in which Sanskrit, Arabic, and Persian shall take the place of Latin and Greek, and in which the Literature of India, the History of Asia, and Indian Law shall be prominent subjects.

IX. To make such arrangements as shall enable a student from India to live all the year round in the rooms provided for him at Oxford, and to make such sumptuary rules as shall make it possible for each student to live in Oxford for £150 per annum, exclusive of expenses incurred during vacations, if such vacations be thought desirable.

X. To allow any one interested in India to be a member of the Indian Institute on payment of £1 per annum, or to be a life-member on payment of £25.

XI. To transfer all books on India and Sanskrit MSS., and all objects of interest connected with India, from the University Libraries and Museums to the Indian Institute.

A NOTE ON ADVERBS.

In what sense is the term '*adverb*' used in English grammar?

The solution of this question is well worth the attention of all teachers, for a hazy apprehension of the precise meaning of the term has misled several *Marathi* and possibly other grammarians, who have prepared their texts evidently on the model of English grammars, to commit errors which it is intended to point out in this note. These errors have not yet been noticed by any writer that I am aware of. I therefore proceed to the discussion of that question in detail as far as possible.

The term *adverb* is ambiguous, and is capable of two meanings:—

1. A word joined to and qualifying the notion of a *verb*; and 2. A word joined to and qualifying the notion of (*Lat. verbum*) *any word*. As will be evidently seen, the second is the more general acceptation of the term, and is precisely the one which is countenanced by writers on English grammar. Angus, for instance, in his *Handbook of the English Tongue*, page 225, edition 1872, says:—"Adverbs are words used to qualify verbs or any other words that express an attribute, *i.e.* adjectives, participles, adverbs, and apparently nouns, pronouns (when they call attention to qualities), and even prepositions." He goes on to say: "In all these cases, however, it is an attribute they qualify, either the chief verb of the sentence, or a secondary attribute expressed in any other part of speech." Mr. Adams, in his *Elements of the English Language*, shortly yet accurately defines the term in these words:—"Adverbs are indeclinable words employed to modify the meaning of adjectives, participles, verbs, prepositions,

nouns, pronouns, other adverbs, and compound phrases." Mr. Arnold, in his English Grammar, in language still more compact, thus defines the term: "Such words as add to the notion of a property or action some circumstance of time, place, or manner are called adverbs." Further on he adds in a note:—“(a) Though called *adverbs*, or words joined to *verbs*, they are also added to *adjectives*. (b) The adjective and adverb are essentially the same, both being *names of property*. We shall find that sometimes the same word is both *adjective* and *adverb*.”

Thus it will appear that the scope of adverbs in English grammar is far wider than that of adjectives, and it is also conclusive that the second acceptation of the term is the one universally received by the English grammarians. The point at issue, therefore, is whether it is correct to translate the English *adverb* by the Marathi क्रियाविशेषण. I answer ‘no,’ and for the following reasons.

Words which are क्रियाविशेषण in fact, i.e. modify the notion of an action, form but a small part of what are denoted by the term *adverbs* in English grammar. Hence adverb and क्रियाविशेषण are not convertible terms. In other words, an adverb as understood in English grammar includes both गुणविशेषण and क्रियाविशेषण, since by the definition it adds to, or modifies, the notion of a property or action. Our Marathi grammarians, writing their text evidently on the analogy of English grammar, and forgetting the equivocal nature of the term, have called that a क्रियाविशेषण which does not necessarily qualify an action, but also sometimes an attribute alone. The error may be more easily imagined by observing that what is called in English an *adverb*, or a word joined to a *word*, cannot in Marathi be appropriately called a क्रियाविशेषण, since, as above noted, a क्रियाविशेषण, strictly and properly so called, can only modify an action. Indeed it is a contradiction in terms to say that a क्रियाविशेषण qualifies an adjective or an adverb. As for instance, A *very* good boy. Here *very* is in English an *adverb* in the second acceptation of the term. But translating the phrase into Marathi, I ask, How shall we parse फार, *very*? It is certainly not a क्रियाविशेषण, for no क्रिया or action is qualified. How then to parse it? I would parse it simply as an अव्यय or indeclinable, partly on the analogy of Sanskrit grammar. I advisedly use the word ‘partly,’ for the full analogy does not hold in all cases, as I will presently attempt to show. A Kārikā, probably of Bhāṭṭarīhārī, given in the Siddhānta-kaumudī in the Avyaya-prakarana, defines an अव्यय as follows:—

सदृशं त्रिषु लिंगेषु सर्वेषु च विभक्तिषु

वचनेषु च सर्वेषु यत्र व्यति तदव्ययम्.

“An अव्यय, or indeclinable, is a word that does not change, and is the same in all the three genders, in all the cases, and in all the numbers.” Of course this analogy of Sanskrit adverbs holds good with words like अति, फार मोड, &c., which do not change their form, and may appropriately be used as अव्यय in Marathi: as — तो अति

शहाणा आहे, तो फार चांगला आहे, ती गोड बोलत्ये. But in sentences like the following:—तो मोठा शहाणा आहे, ती मोठी शहाणी आहे, &c., where the word मोठा changes its form according to the gender of the subject, and yet qualifies an adjective, how shall we parse it? Here, of course, the analogy of Sanskrit grammar does not hold. We shall therefore have to fall back upon the genius of the Marathi language, which herein, as also in other respects, differs from the Sanskrit in allowing its verbs and some of its adverbs to follow the gender of the subject. Here, therefore, although the analogy fails, we shall not err much if we parse मोठा, मोठी, &c., as occurring in the above sentences, to be अव्यय, —at least for want of a better method of parsing them, or until a better one is suggested.

In Marathi, therefore, it is not well to say that a word qualifying an adjective or an adverb is a क्रियाविशेषण; nor is it proper to coin new terms like विशेषण विशेषण, and क्रियाविशेषण विशेषण, for we have no such complex terms in English or Sanskrit. If the objection be, to what class of indeclinables such an अव्यय shall be referred, the answer is easy:—the classification of अव्यय is not at all necessary, nor is a logical and complete classification even possible. Our great grammarian Panini never attempted any such thing, nor even a complete enumeration, his definition of an अव्यय being contained in five consecutive rules (I. 1. 37-41).^{*} Besides, if any classification, such as has been attempted by the grammarians of modern languages, were desirable, it would be easy to refer any particular अव्यय to the class designated by its peculiar import. Thus it will evidently appear that the classes of indeclinables, usually limited by Marathi grammarians to 3, 4, 7, or 8, are capable of multiplication.

To conclude: for clearness' sake, I would respectfully take the liberty to point out the inaccuracies in the two texts on Marathi grammar now generally received as authorities, by referring to the specific places where they occur. Rao Bahadoor Dádobá Pándurang, in his Larger Marathi Grammar, page 253, para. 523, says:—“ही क्रियाविशेषणे कचित् दुसऱ्याही क्रियाविशेषणाच्या अथवा विशेषणाच्या प्रकाराचा बोध करितात; जसे, 'तो फार त्वरित बोलतो,' 'तो उत्कृष्ट ठक आहे.'” Again, Mr. Krishna Shāstri Godbole, in his new Grammar of the Marathi Language, page 72, para. 205 (b), 2nd Edition, says:—“विशेषणांच्या आणि क्रियाविशेषणांच्या विशेषणांस क्रियाविशेषणच झणतात:—जसे, तो अति (किंवा फार किंवा मोठा) शहाणा आहे. मी फार लौकर येईन.”

This is verily groping in the dark!! What do the writers mean by saying क्रियाविशेषण indicate this meaning? Such words are called क्रियाविशेषण? I say, why call such words क्रियाविशेषण at all, and then try to explain away the difficulty? Why not put the thing in plainer terms, as it actually stands, rather than frame an incorrect terminology and then explain it in a round-about way? I say again, no such strained interpretation is necessary. Our

^{*} म्हरादिनिपातमव्ययम् । तद्धितश्चासर्वविभक्तिः । कृन्मेजन्तः । क्त्वातोऽनुक्त्तुनः । अव्य-
यीभावश्च ॥

Marathi language is progressive; it has had no ancient grammar like that of Panini, the very earliest treatise on the subject in the language being scarcely half a century old. Why, then, commit a palpable mistake and then seek to hide it under the cloak of an explanation? Briefly, the fact is, what are adverbs in English grammar are not universally क्रियाविशेष्य in Marathi—only an insignificant number of them, that strictly and directly qualify verbs alone. All the rest, that do not fall within the purview of this definition, it is correct to parse as simple indeclinables or अव्यय, qualifying the words to which they are attached.

I think the mistake in question possibly arose from the fact that the definitions of the English grammarians were too closely adhered to, and no better way could be seen to get over the difficulty consequent on the equivocal nature of the term. I would therefore respectfully draw the attention of the Marathi grammarians I have taken the liberty to name to the points noticed above, with a hope that they will think on the question again, and give us the result of their reconsideration at their early convenience and leisure.

Indore, 13th February.

RA'YAJI VA'SUDEVA TULLU, M.A.

ON THE ACQUISITION OF LANGUAGES.

(Concluded from page 40.)

Why has Latin ceased to be the universal language in Europe? Is it not as good to-day as it was when Cicero pleaded, or Tacitus chronicled, when Virgil sang and Horace laughed, when Lucretius philosophized and Seneca moralized? Certainly not. Newton published his *Principia* in Latin. It was the last flickering of the flame. The death-blow of Latin was struck 400 years before, when Dante wrote in the vulgar tongue. Latin had ceased even in Italy to be the language in which man felt and thought. It served thus long for European science, and a little later for European philosophy. It has become inadequate to express either. Its words and phrases belong to a buried past. It has died from mere senility. Greek is still alive, and bids fair to live and flourish; but Greek was never widely spread, and few beyond its geographical limits have even known it actively. It never spread over a large area, and in its present condition, petted in a small state or crushed in a large one, and allied to a church which draws its main support from a nation speaking a foreign tongue, it has never any chance of becoming universal. We may read Greek, translate Greek, criticize Greek, quarrel over Greek, write prize poems in Greek; but, never speaking it, not even deigning to use the living pronunciation of the Athenians, and utterly removed from the whole circle of thought in which its ancient writers had their being, we shall never know Greek. And yet Latin and Greek remain the staple of English education!

Every child must learn his own language. Hence English is a necessity, and it must be taught thoroughly, up to the height of a

child's capacity. There are some excellent remarks upon teaching English in Mr. Abbott's lecture;* but they presuppose not only a considerable knowledge of English, but also generally, as indeed was natural considering our curriculum, some knowledge of Latin at least. But every speaker is bound to know his own language at first, without relation to other languages. The Greeks never thought of any other plan. Practically the French pursue no other plan. Now I have no time to go into details on this subject; but it is clear that a careful pronunciation, a knowledge of the principal words, and more especially of the relations expressed by inflections and constructions, proved by a style of writing, speaking, and reading aloud, which accurately conveys the thoughts and feelings of the writer, speaker, and reader, are indispensable. Beyond this all is elegance. I am far from setting elegance aside, but I must have solid foundations and substantial walls before I can carve ornaments. Of course such lessons on language must be supplemented with lessons on things. We must have something to speak and write about besides language itself. Giving oral and written accounts of lessons on other subjects forms one of the best exercises in English. Such pieces of writing are valuable to the writer himself. Most themes are waste time and waste paper.

Beyond English, the two languages which every English child should know, and know accurately and with certainty, at least to the extent of Mr. Nasmith's books, are German and French. I am disposed to place German first, not for the reason that induced Mr. Nasmith to apply his system first to it—that he knew least about it—but because it is decidedly easier for an Englishman to learn. It is, in fact, a sister dialect. The words, and even the constructions, bear a strong resemblance to English, and as a mere matter of philology will assist any reader materially in early English studies. It is much easier for English organs to acquire the German sounds, accentuation, and intonation than the French. The resemblance to the broad Yorkshire or Scotch dialects is marked. There is really not one German sound except that of *w* which does not exist in these. When teaching the pronunciation of English all these additional sounds should be practised. They are really necessary for understanding the relations of English sounds, and discriminating provincial from received pronunciation.† But the French nasals form a totally distinct

* Reprinted in the *Record* for 1871.—Ed.

† A little work called "Pronunciation for Singers, with especial reference to the English, German, Italian, and French Languages, with numerous exercises and examples," which I have just completed for the use of *Tonic Solfa*-ists at the request of Mr. Curwen, and which will probably be published in 1876, works out this idea, and shows the teacher what to teach and how to teach it, besides giving much information to the advanced student in a tabular form. It will be a popular and practical book, based on the most recently acquired knowledge of the nature of speech.

class. There is also another reason. German books are more useful, and German literature is in many respects more attractive, than French to Englishmen. I need only advert to the rhythm of German as compared with that of French verse—if indeed the latter has any rhythm, in the English and German sense of the term. Again, supposing the children have leisure hereafter to learn Latin and Greek, their early familiarity with an inflected language, having genders and cases, will be of great advantage. I would therefore take German first.

But here I am stopped by a mountain in the way, not a mere temporary obstacle, but a very Alpine range to tunnel. Where are the teachers? Poll English teachers throughout the kingdom, and reckon up those who can teach German pronunciation—or even French, for the matter of that. Let Persius be the returning officer.

Nēmō, hercule. Nēmō?

Vel duo, vel nēmō; turpe et miserabile.

Not a soul, i'faith. Not one?

Some two, or none; a poor and wretched lot.

Then we are relegated to foreigners. But what is to become of school discipline in this case? We know, unfortunately, how the foreign teacher is at present treated by both master and boys in English schools—how the boys despise the man that the master snubs. But herein lies the remedy. Let the master honour, and the boys will obey. There is no lack of Germans who can teach. People even dare to say that German teachers are better taught than the English. That's all nonsense, *of course!* But at any rate, if the Germans don't believe in an untaught teacher, do not let us employ a German as a teacher merely because he is a German. Let us know that he knows how to teach. The same applies to French. At the beginning of this century the first Revolution threw thousands of French gentlemen and priests upon our shores, whose only means of subsistence was their native language, but who had no knowledge of how to teach it, and were ready to take any terms for a living. It was from one of these I suffered when young—a worthy old priest, totally unfitted for his post, and quite as ready to shirk his duty as any boy he had to drill. The French communistic war has recently driven a number of unfortunate men into our country, who are anxious to earn a miserable pittance by teaching French. They may be brave men, well worthy of our compassion. But are not our children also worthy of our compassion? Have we any right to torture them with sham teachers?

Just a word on teaching the pronunciation of a foreign language. Most teachers are so anxious to hear the pupil that they do not give the pupil sufficient opportunity to hear the teacher. The acquisition of new sounds is difficult; but when this has been overcome by a proper series of exercises, founded on a knowledge of the positions of the organs of speech in producing them, and by frequent hearing of the pattern, there remains the greater difficulty of putting those

sounds together after the custom of the language, with the requisite readiness, correctness, accentuation, and intonation. This can only be overcome by patient imitation. The pupil must hear the sounds frequently, have his ears, as it were, bathed in the sounds, so that he can recall them mentally when he makes the effort to repeat them. The teacher should never pronounce at the same time as the pupil, for then neither hears the other. The teacher must be exceedingly patient and exceedingly firm. A first bad habit in pronunciation is extremely difficult to subdue in after-life. The pupil is a long while before he hears the sound of his teacher's words, and still longer before he hears the difference in his own echo. The first words in Mr. Nasmith's German Exercises are *Brod und Milch*. If a teacher were a whole lesson over these words, and succeeded at last in imparting the correct pronunciation, he would not have made bad progress. They present many difficulties. The next are—*Das Fleisch und die Sauce*, which contain at least three more. But the next following words—*etwas Brauntwein und Wasser*—bristle with sounds which few Englishmen appreciate, much less reproduce.* If, however, these sounds are passed over in the usual perfunctory manner, the pupil is apt to limp in his speech for life. When I myself wish to acquire the sounds of a new language, which my phonetic studies often necessitate, I endeavour to get my teacher to read me whole passages over and over again, and perhaps during the first hour do not attempt to imitate him, leaving my nerves to become familiar with the sounds, and thus enable the directive power to act with more certainty afterwards. An isolated word is seldom pronounced by the teacher in his usual manner, and is very insufficiently appreciated by the hearer. Words are naturally grouped, and their sounds are thus best heard.

Subsequently the teacher should read frequently to the pupils, especially what they know; and do it in his best manner, not in

* In *Brod* the trilled *r*, the long *o* without any tendency to end in *oe*, the dental *d* (that is, with the tongue against the teeth, not against the palate, as in English), going off immediately into a dental *t*, so that *Brodt* was the older spelling. In *und* the *u* is our common *u* in *full*, but we do not have it before *n*, the long *u* going into dental *dt*, as before. In *Milch* the difference between *mil* and our *milk* in the vowel (very short *ee*) and dental *l*, and finally the palatal *ch* after *l*, which is not *sh*, nor a voiceless *l*, though something like both. In *das* the broad and very short *a*, not lengthened as in our *grass*. In *Fleisch* the very broad diphthong *ei*, almost our *aye*, the very hollow *sch*, hollower than our *sh*. In *Sauce*, the final *e*, more like our *a* in *idea* than anything else, and the peculiar pronunciation of the initial *s* as a slight *s* followed by a full *z*. In *etwas* the broader *e*, dental *t*, lip *w* (a *w* without touching the teeth, not our *w*, nor *v*, nor *ve*), the distinct unaccented syllable *was*. In *Brauntwein* the broad *a* and *ei*, and the same *w* as before, the long *a* before *t*, the dental *t*, really *dt* as before, and the final long *a*. In *Wasser* the *w* and *a* as before, the final trilled *r*. It is a very long while, indeed, before English organs can form these sounds readily and without effort. The English *w* is so especially difficult to Germans that I have seldom or never heard one, even after years of practice, who could produce it. The German *w* offers the same difficulties to Englishmen.

that hurried, indistinct fashion, with head depressed over the book, which teachers too often affect. The pupils cannot hear the sounds often enough. A child, before he attempts to utter a word in his own language, has had it constantly repeated by numerous voices, and has lived surrounded by the sounds. A foreigner abroad tries to speak too soon, and hence does not fare so well as the native child. But a boy at school has no opportunity of hearing the sounds correctly except from the teacher. To be obliged to continually hear his own faults, as in the usual way of making him read and speak, or those of his fellows when they read and speak, is cruel indeed.

One great difficulty which is met with in foreign languages is *gender*. The English is comparatively genderless—not absolutely, like the Hungarian. It would be a great assistance if in all reading-books the eye of the reader at once informed him of the gender, which he is so apt to forget. The little letters *m., f., n.*, as I know from fatal experience, often pass unnoticed. Every noun should be learned with its definite article *der, die, das*, in German, which will then mentally form a part of the word. It is the only way in which a native learns the gender, which in ordinary speech he calls the article. But still it would be well to remind a pupil in his first book of the gender of every substantive every time it occurs. Substantives are already pointed out by capitals. Let masculines remain in the ordinary type, feminines be wholly in italics or spaced letters, and neuters have only an initial italic or thickly printed capital. Thus the words already cited would be printed—*Brod und Milch*; *das Fleisch und die Sauce*; *etwas Branntwein und Wasser*. A similar arrangement would apply to Latin and to languages with only two genders, as French and Italian, the capitals being retained. Of course this only applies to the first book and the dictionary.* (In Latin, let me observe in passing, that all books, whether used for learners or not, would be greatly improved by marking the *naturally* long vowel as long, wherever it occurs, as—*pāx, pācis, lūx, lūci, amās, iniquitāti, suādere*, &c.† The short mark would

* It was objected, after my lecture, that this would have a dazzling effect to the eye. It would be nothing like the dazing effect to the head of having to turn out words in a dictionary over and over again, for the sake of their gender, and many a time forgetting to observe the *m., f., n.*, till the place was lost, and had to be found again! This idea of indicating gender is not mine. I found it used in some books by Major Benjowski. I recommend the use of the system at once by making the child underline in pencil the first letter of all neuter words, and the whole of all feminine words, for every noun in every lesson in the first book he uses. Every means should be taken to avoid unnecessary labour, and fix facts firmly in the mind. I know nothing more difficult to English learners than gender. Each separate language has its own separate habits, and no one has succeeded in accounting for them in any one language, so far as I have been able to discover.

† This suggestion has been acted on throughout my little book "Practical Hints on the Quantitative Pronunciation of Latin," 1874, Macmillan, an abstract

then be unnecessary, and "false quantities" impossible, whatever style of pronunciation was adopted.) In French, the system of learning a noun with the definite article is not enough, on account of the elision of the final vowel of *le, la*, before an initial vowel in the substantive. This can sometimes be avoided by using the indefinite article *un, une*, but otherwise an adjective, which varies perceptibly in gender, must be subjoined,—it is not always safe to prefix it: thus "*une Affaire nouvelle, Affabilité nouvelle, une Affiche nouvelle, un Affront nouveau, l'Affût nouveau, un Âge nouveau, un Aiguillon nouveau, Existence nouvelle,*" &c. The adjective might also be varied.*

Besides the gender, the declensions offer difficulties which must also be met mechanically, by learning with a German masculine or neuter noun its genitive singular and nominative plural, as—*der Käse, des Käses, die Käse; das Brod, des Brodes, die Bröder*; and with a feminine noun its nominative plural, as—*die Frau, die Frauen; die Wurst, die Würste*. The absence of the plural—as, *der Lohn, des Lohnes; die Pracht*—would show that the word was not used in the plural. By never learning a noun without these adjuncts infinite difficulty will be saved in after-times.

Irregular verbs must also be thoroughly learned whenever, *and as*, they occur. It is generally enough in German to give the first, second, and third person of the present indicative, the first person of the imperfect indicative, and the past participle, as—*esse isset isst, ass, gegessen; flechte flichtest flicht, geflochten*. These should be felt as part of the verbs. In French the infinitive, present, gerund, and past participle generally suffice, as—*dire, dis, disant, dit; faire, fais, faisant, fait*, &c.

Grammar should be taught as it arises, out of the exercises, not before the exercises. Etymology and syntax thus come together. The pupil *and the teacher* are both supposed to know English, in learning which the pupil has become acquainted with grammar. There are some excellent hints in the third part of Mr. Nasmyth's German and French on the comparison which can thus be instituted between the two languages. This incidental and comparative treatment of grammar is of importance. It is the great infirmity of our present custom that boys who do not know anything of grammar as exemplified in their own language, where it can be felt as the mere classification of usage, are thrown into the dark forest of Latin grammar, laying down rules for employing words they do not know, in a manner which strongly savours of grammarians making usage, instead of usage making grammarians. They are then left—at any rate I was left, and my case was then the common one—to make out English grammar from Latin. This is not

of which appeared in the *Educational Times* of July 1874. A copy will be found in the Library of the College of Preceptors.

* This idea is due to the late William Cobbett, the well-known radical and author of an English and a French grammar.

merely a serious inversion of the natural process, but a grievous philological error, for the two languages differ in almost every conceivable manner. If Dr. Johnson really declared, as is reported by Boswell on the authority of Langton (Life, for the year 1780, vol. 4, p. 16, ed. 1826), "I always said Shakspeare had Latin enough to grammaticize his English," he declared at the same time that he was himself ignorant of the genius of his own language. We must take the English usages, with which the learner is familiar by hourly practice, and contrast the foreign with them. But it would be absurd to do this before the means of contrast—the foreign words and phrases—are at hand. Grammar by all means, and strict grammar too, without any so-called "licenses" for beginners, but grammar in its natural place—after, and not before, words.

The second foreign language to be learned is French. After acquiring one foreign pronunciation, a second offers less difficulty. But the contrast between French and English sounds, accentuation and intonation, is most striking. Everything is different. Nasalization is unknown in English, and even the American and Bavarian nasalization is totally different from French. But now four nasal vowels have to be constantly used and accurately distinguished. The accent is remarkably strong in English, brought into relief by obscuration of many of the unaccented syllables. It is strong also in German, though here less relieved by such obscuration, and often rendered rather doubtful by important secondary accents, which allow poets to choose between two syllables for their rhythm. But in French the accent practically disappears, all syllables having either even weight, or at most showing a difference comparable to that between the English and German primarily and secondarily accented syllables. On this point there is the greatest diversity of expressed opinion among Frenchmen, but their real habits of speech agree; and whether one declares that the accent is always on the last syllable, another that it is never on the last, or a third that there is no accented syllable at all, they mean the same thing, and the apparent contradiction depends on the ambiguity of the term accent, which different speakers interpret differently. The curious way in which the one obscure sound in French darts in and out, sometimes approaching brightness, at others quite disappearing to the ear (except in singing), is a source of great difficulty to the foreigner, and depends upon another, the more complete pronunciation of consonants in French than in either English or German, to which is also due that strange running of words together which puzzles our English ears so sadly. Then, the intonation, the bright distinct stringing of syllables like a row of pearls, with an occasional glitter towards the end of the string, is a phenomenon totally different from anything English or German. Compare Mr. Nasmyth's three first French sentences with the corresponding German, already cited:—*Du Pain et du Lait; La Viande et le Jus; l'Eau de Vie et de l'Eau.* If pupils do not learn the proper phrasing

of French speech from the first, they will be plagued all their life, as I have been, by a difficulty in hearing French, that is, of knowing where the separate words begin and end.

Adopting Mr. Nasmith's principle, I have of course referred frequently to his books in the above observations. It is scarcely necessary to say that I by no means wish to discredit any other set of books. Ollendorff, Ahn, Prændergast, Arnold, each adopt plans which practically lead to the acquirement of the most usual words and forms first. All I contend for is the recognition of this fact, and its great importance in limiting the area on which first efforts should be directed in the acquisition of language.*

The main object of school instruction is, of course, to open the mind; but this must not be done exactly as we open oysters—with a knife—or even with Pistol's sword. The key must be carefully fitted and well oiled, and the lid lifted gently. And this seems to me best done by employing the child's mind upon matters which will be useful to the grown man. The native language is indispensable. The foreign language is an additional sense. All the good that can be obtained from Latin and Greek as school work can be obtained from German and French.† There is no comparison between the usefulness of the products when obtained. Let the pupils know 5000 of the commonest German and as many French words, or even half that number, each familiarly, each as related to each other, each as part of a phrase, as well as in isolation—that is, each with its inflections, its syntactical and idiomatic use—and they will have a foundation laid on which any required edifice of classical learning or philology can be afterwards erected.* They will also have made to their hands tools of the utmost value, opening out the stores of thought accumulated by two of the greatest and most civilized nations of the world, one unrivalled in depth and industry, the other in clearness and vivacity. They will be able to enter into social, commercial, and literary intercourse with these nations. They will be able to appreciate their tone of mind and political development. Care should be taken in the latter part of their instruction, after they are thoroughly acquainted with the small book which contains the heart of the language, to make them acquainted

* Mr. Robson's "Constructive Latin Exercises" and "First Greek Book" are also excellent little books, constructed on what is called the "crude-form system," leading the pupil to build up the inflections for himself from the stump or "crude-form" given him. Hence the order of words introduced has reference to the facility of laying down rules for forming such inflections, and the frequency of these inflections. It is in fact a substitution of the numerical order of inflections for the numerical order of words. Having had occasion to use the Latin book considerably some years ago, I can speak highly of its plan and execution.

† Provided of course that the master of the school can himself teach them. The only reason I have been able to discover for the contrary opinion, which I have often heard from classical masters, is that they could not teach German and French themselves. But this is because our university course does not properly prepare teachers for teaching even language.

with the actual language of intercourse, social, commercial, and political, by reading actual letters (as those of Körner and Mendelssohn, as well as of Goethe and Schiller, in German), and making them write actual letters with the proper forms of address and conclusion, social and mercantile, and also by employing the foreign newspapers of the day in reading-lessons, and inducing the pupils to translate some of the paragraphs from German into French, and conversely. The living character of the results, apart from the literary, will thus be impressed on their minds.

Literature is one of the very last things to be attacked. To appreciate it, requires much education, often much experience of life, and great familiarity with the language, and often with social habits and customs. I began with a personal illustration, let me end with one. When I was a young man, I worked at German in the old way, and shot at high game by "getting up" the first part of *Faust*. I read it with Hayward's excellent prose translation, and thought I understood every word in it. I am sure that I understood it better than any Greek play which I had ever toiled through at school and college. Well, some time after this I went to Germany, and after a summer's residence there in a German family, hearing or speaking German five hours daily, I saw this play performed. I found that my previous knowledge was quite artificial; that the words, the situations, spoke a new language to me; that my intercourse with Germans, and the habit of thinking in German, had entirely altered my appreciation of the whole composition. I thought, however, that I then did appreciate the poem, and looked with surprise at my former blindness. Well, years went by,—some thirty years or more. When I took down *Faust* again, and read it by this new light of a life's experience, I again found it a new book. The thoughts, the regrets, the satire, the feeling—in one word, the poetry—struck chords which had not been strung, and could not have been strung in the youthful heart, and I hope I now at last can read my *Faust* in deed, and not in word.

Take this true history as an apologue. Apply it to literature in general. As every man with a spark of religious feeling must feel indignant at the highest words of religion being degraded to a charity school manual; so I grieve to think of Homer, and the tragic poets, Thucydides and Demosthenes, Plato and Aristotle, or Virgil and Horace, Cæsar and Cicero, Livy and Tacitus, being made the vehicles for teaching Greek and Latin. And I protest most vehemently against learning German and French with no other end than reading some story by Zschokke or Dumas, or hammering through and rending the heart out of some minor poem of Schiller and Victor Hugo. Acquire your foreign language when children, that you may use it when adults, and enjoy its treasures when old; and, to do that, acquire its five thousand elements faithfully and familiarly, till they become as much a part of your own nature as your mother-tongue itself. That, and no less, is what I regard as

the acquisition of a language.¹¹ It must be no conquered country, with a rebellious population of nouns and verbs, obstinate genders, perverse constructions, and shibboleth pronunciations. It must be a friendly state, where every element is thoroughly accordant, and thoroughly amalgamated with every other; where the interpenetration is so complete that foreignism seems a misnomer, and home glows on every hearth. This is what I would have prepared at school, and, though my thought rides tilt against all our old custom and much of modern opinion, I believe it can be carried out with advantage to the teacher as well as the taught, and with ultimate benefit to humanity at large, which our classical routine seems to have quietly ignored. Hitherto, German and French have been regarded as the accomplishments, and Latin and Greek as the staple, of literary education. It is time to reverse the terms. Latin and Greek have drifted into being accomplishments. They belong to the amenities, the enjoyments, the literary refinement, the linguistic antiquarianism of life. Without English, German, and French we can no longer think.

The English Universities have so far awakened from their mediæval dreams as to admit in certain cases the substitution of German for Greek, retaining an iron hold on Latin. But while university honours and rewards are given for Greek and Latin exclusively among languages, our first class schools must prepare their pupils to compete in these subjects, or perish. Now I contend that, if a boy is "up" in English at 10; knows his German, to the extent indicated, at 12, and his French at 14: he will be a better Latin scholar at 16, and Greek scholar at 18, than the majority of those who leave our public schools.* With a mind accustomed to varieties of language and construction, with comparative linguistics almost a part of his nature, and with a brain maturing, he will, in the four years from 14 to 18, be able to master the details of the classical languages with a rapidity, intelligence, and certainty hitherto unattained and unattainable, when, in place of the firm concrete foundation here proposed, he has had to build on the miserable rubble painfully collected during immature years of unintelligent blundering. But my remarks were not made with a view to the Universities alone. Half of the English people—a most intelligent half, whose claims are gradually creeping into recognition—are not yet admissible to our unisexual schools of learning, and it is only an extremely small fraction of

* A schoolmaster present remarked that in that case his pupils would never learn Latin at all, as they left his school at 14. Boys who cannot stay at school after 14 have no business to waste over Latin time which can be applied to so much better purpose as far as they are concerned. At present all the Latin poured into such boys is pure waste, except in very rare cases indeed. It will be observed that I have given two years to each new language. Of course I supposed that much, or rather most, of the time in those years would be given up to other studies besides language, and that when a language had once been acquired it would be employed in other work, and never be allowed to fall out of constant use.

the admissible sex that applies for admission. I had in view the acquisition of language, its meaning, its object, quite independently of any university course whatever; and though the "Modern sides" of some of our classical schools, and the educational establishments for ladies may seem to be chiefly implicated, the observations with which I have just troubled you have a much wider field. They were meant to form a small contribution towards answering some fraction of the general questions: Why should we teach? What should we teach? How should we teach?—questions to which as yet no wholly satisfactory answer has been given, though they force themselves daily on the attention of every practical teacher; and during the last two years,—mainly through the instigation of a German lady member of its Council, whose immature death we all deeply lament as a loss not merely to ourselves, but to the whole cause of English education in its most elementary, as well as in its highest walks, our friend Miss Doreck, and through the practical experience and theoretical knowledge of Professor Payne,—the College of Preceptors has been able to prove that there is a science and art of education—that teachers require teaching, and can be taught.

Unfortunately, the indifference of male teachers has rendered Professor Payne's courses of lectures as unisexual as our higher schools. If the only persons who choose to take the trouble of learning how to teach are those whose sex excludes them from teaching in our schools for growing men, it is certainly a bad lookout for my own sex, which will in a few generations cease to have the least claim to that superiority which it so proudly asserts. Miss Faithfull was to have addressed you this evening on mixed education. No one regrets more than myself that I have had to take her place. But, in view of the greater knowledge of teaching which is being acquired by women, and, as I believed, the greater aptitude of women for teaching, it may not be too rash to prophesy that in mixed education lies the principal hope for the moral and intellectual salvation of men.

GOVERNMENT CENTRAL BOOK DEPÔT.

MONTHLY LIST OF NEW BOOKS OF THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH JANUARY TO 15TH FEBRUARY 1876.

A FRESH SUPPLY OF THE FOLLOWING ENGLISH BOOKS

HAS ARRIVED FROM ENGLAND:—		Rs.	a.	p.
Laurie's Standard Copy-books, Nos. I.-XII., each No. ...	0	1	4	
Milton's Poetical Works (Routledge)	1	4	0	
Goldsmith's Vicar of Wakefield (Laurie)	0	8	0	
Washington Irving's Sketch Book (Routledge), Paper-bound.....	0	4	0	
Austen's Sense and Sensibility: a Novel	0	12	0	
Adams' Rudiments of English Grammar	1	0	0	
Cowper's Task, Vol. II. (Clarendon Press Series)	1	8	0	
Austen's Pride and Prejudice: a Novel.....	0	12	0	

	Rs.	a.	p.
Philips' Atlas for Beginners	1	4	0
Tyndall's Heat	5	4	0
Do. Sound	4	8	0
Timbs' Things Not Generally Known.—Curiosities of History.....	2	8	0
Do. do. Curiosities of Science	2	8	0
Do. do. Daily Life	2	8	0
Do. do. General Information	2	8	0
Do. do. Literary and Scientific Anecdotes ..	2	8	0

NEW EDITION PUBLISHED BY THE DEPARTMENT.

CANARESE.

Second Book of Canarese Poetry (Mangalore)	0	3	6
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GOVERNMENT PUBLICATIONS FOR SALE.

Report on Public Instruction in the Bombay Presidency for 1874-75	1	3	0
A Popular List of the Birds found in the Marathi Country, with short notes; by Rev. S. B. Fairbank, A.M.	0	8	0

DEPARTMENTAL NOTICES.

Casual Leave in addition to other leave.

NOTIFICATION.

The subjoined Government Resolution, No. 320, dated 22nd January 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 12th Feb. 1876.

No. 320.

Leave of Absence.

FINANCIAL DEPARTMENT.

Bombay Castle, 22nd January 1876.

Memorandum from the Revenue Commissioner, N. D., No. 101, dated 12th January 1876—Forwarding, for orders, the following letter from the Collector of Surat, No. 26, dated 7th idem:—

I have the honour to inquire, with reference to the Govern-

ment Resolution noted
Government Circular No. 5959, dated in the margin, whether
11th October 1875, Judicial Department. in the case of sickness

casual leave may, as a special case, be given in addition to Public Holidays.

2. I have now two instances in this Collectorate in which a Mámlatdár and a Kárkun who have been taken sick during the Christmas Holidays are unable to rejoin their several appointments. They have applied for a few days' casual leave, hoping to be able to recover and rejoin in a few days. Under the Government Resolution above quoted, I am unable to give

them the leave, but have been obliged to inform the Mám-latdár, to whom no privilege leave is due, that he must take sick leave, and the Kárkun that he must take privilege leave; in the latter case I believe the Christmas Holidays need not be counted into the privilege leave, so that as far as regards the Kárkun no great hardship will be experienced, but in the Mám-latdár's case, having no privilege leave due, the obligation to take sick leave acts harshly.

3. Would there be any objection to my giving, in similar cases when no privilege leave is due, and the alleged sickness backed by a medical certificate, casual leave in addition to Public Holidays?

RESOLUTION.—Casual leave, as before directed, cannot be added either to Public Holidays, or to any leave of any description.

E. W. RAVENSCHROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL; all HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS of the SECRETARIAT.

Allowances during Leave unavoidably overstayed.

NOTIFICATION.

The subjoined Government Resolution, No. 812, dated 5th February 1876, Revenue Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 26th Feb. 1876.

No. 812.

EXTRACT from the Proceedings of the Government of Bombay in the Revenue Department, dated 5th February 1876.

READ the following papers:—

Read again the following letter addressed to the Government of India, No. 6996, dated 13th December 1875:—

I am directed by His Excellency the Governor in Council to request the instructions of the Government of India on the following point, which is unprovided for in the Civil Leave Code:—

An officer on furlough takes his passage from England in a Mail Steamer which is expected to arrive in India before the expiration of his leave, but, through no fault of his, the steamer is delayed owing to bad weather, or an accident occurring to the machinery, and he thus overstays his furlough by two or three days. To what allowances is he entitled for the period thus overstayed?

2. Cases have now occurred in which two officers of the Bombay Civil Service, Messrs. J. K. Spence and T. Hart-Davies,

have thus overstayed their furlough by two days. The former took his passage by the Mail Steamer leaving Southampton on 30th September, timed to arrive in Bombay on 27th October, or six days before the expiry of his furlough, and the latter took his passage from Melbourne in the Mail Steamer due in Bombay on 2nd November, or two days before the expiration of his furlough. Owing, however, to an accident in the first case, and to bad weather in the second, the steamers did not arrive in Bombay till the 4th and 6th respectively, two days after the expiry of these officers' leave.

3. The Accountant General reports that the days overstayed by these officers should be taken in the light of "Furlough other than ordinary," and that they should be allowed the lower rate of subsistence allowance laid down in Section 14 (I) of the Civil Leave Code, Second Edition.

4. I am therefore directed to request the instructions of the Government of India as to whether it is intended that an officer unavoidably detained, and thus overstaying his leave, is to be fined for an accident entirely beyond his control. His Excellency in Council is of opinion that it can hardly be the intention of the Government of India to fine an officer for overstaying his leave when he has taken every precaution to ensure his arrival in proper time.

Read letter from the Government of India, No. 395, dated 22nd January 1876.

In reply to your letter No. 6996, dated 13th December 1875, I am directed to say that in the cases referred to in paragraph 2, unless the officers' furlough can be extended under rule, they are entitled, under Section 27 of the Civil Leave Code, to no allowance at all for the two days by which they exceeded their furlough, and, under Section 20 (d) of the said Code, to subsistence allowance during subsidiary leave.

RESOLUTION.—The officers concerned should be informed, with reference to Government Resolution No. 6995, dated 13th Dec. 1875.

Ordered that copies of the above be forwarded to—

J. K. SPENCE, Esq.; T. HART-DAVIES, Esq.; all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS; the ACCOUNTANT GENERAL.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, No. 556, dated 4th instant, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 28th Feb. 1876.

Travelling Allowances.

No. 556.

FINANCIAL DEPARTMENT.

Bombay Castle, 4th February 1876.

Transfer from the Educational Department of the Secretariat, No. 74, dated 23rd January 1876, of the following letter from the Under-Secretary to the Government of India in the Financial Department, No. 296, dated 17th January 1876:—

I am directed to acknowledge the receipt of your letter to the Secretary to the Government of India in the Home Department, No. 1287, dated the 20th November 1875, and its enclosure, and in reply to state that an officer who is in receipt of permanent travelling allowance may, when he travels by sea, be allowed free passage with the usual additions and deductions in lieu of the permanent allowance for the period of the voyage.

RESOLUTION.—Copies of the Government of India's letter to be forwarded for the information and guidance of all Departments of the Secretariat, and all Heads of Offices under the Civil Departments of the Secretariat, with reference to Government Resolution No. 3727, dated 18th November 1875.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Purchase of Books published in India.

NOTIFICATION.

The subjoined Government Resolution, No. 490, dated 9th February 1876, General Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th February 1876.

Books.

No. 490.

GENERAL DEPARTMENT.

Bombay Castle, 9th February 1876.

Memorandum from the Military Department of the Secretariat, No. 213, dated 8th January 1876—Transferring, with reference to Government Resolution No. 3753,* dated 16th December last (General Department), a letter No. 14, dated 4th January following, from the Controller of Military Accounts, who requests, with

* See Record for January last, page 23.—Ed.

reference to the orders of the Government of India for restricting expenditure for the purchase of books published in India, instructions on the subject of the course to be adopted for giving effect to the directions in paragraphs 2 and 4; states that in paragraph 6 that authority asks to be furnished with any instructions which may be issued in consequence of their orders; that several Heads of Offices are in the habit of purchasing Directories and other publications which issue periodically from private presses; that these, it appears, should be required to obtain sanction for their purchase in future, and that he has a reference before him now, from the Quartermaster General of the Army, inquiring whether this course is to be followed; and adds, as regards Government publications, that it is for their consideration whether the lists of free issues should be revised, or any other course adopted for restricting the supply of such books.

RESOLUTION.—Heads of Offices must obtain the Government sanction previous to purchase of Directories and such publications.

2. As regards Government publications, which are issued free of cost, there is no reason at present to revise the lists of issue.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM 16TH JANUARY TO THE 15TH FEBRUARY 1876.

- 19th January 1876.—45 days' leave, without pay, is granted to Mr. Datto Sakham Sontaké, Eighth Assistant Master, High School, Kolhapur.
- 19th January 1876.—Mr. Ramchandra Daji Naralkar, Fourth Assistant Master in the First Grade Anglo-Vernacular School, Kolhapur, is appointed *substantive pro tem.* Eighth Assistant Master, Kolhapur High School, *vice* Mr. Sontaké, on leave.
- 19th January 1876.—Two months' leave of absence, without pay, is granted to Mr. Ganesh G. Dhekné, Second Assistant Master, Ahmednagar High School.
- 19th January 1876.—Mr. Hatvalné, Assistant Master, Ahmednagar High School, is appointed *substantive pro tem.* Second Assistant in the same school, *vice* Mr. Dhekné, on leave.
- 19th January 1876.—Mr. Kelkar, Fourth Assistant Master, Ahmednagar High School, is appointed *substantive pro tem.* Third Assistant Master in the same school, *vice* Mr. Hatvalné, promoted.
- 19th January 1876.—Mr. Karandikar, Fifth Assistant Master, Ahmednagar High School, is appointed *substantive pro tem.* Fourth Assistant Master in the same school, *vice* Mr. Kelkar, promoted.

- 20th January 1876.—Mr. Krishnaji Sadashiva Marathé is appointed a Junior Dakshina Fellow for one year, *vice* Mr. D. G. Kelkar, promoted to a Senior Fellowship.
- 20th January 1876.—Mr. Ghelabhai M. Laiwala, Probationary First Assistant Master in the Kattyawar High School, is confirmed in the appointment as First Assistant.
- 21st January 1876.—18 months' leave of absence, without pay, is granted to Mr. Krishnaji Hari Damlé, Fourth Assistant Master, Kolhapur High School.
- 22nd Jan. 1876.—A month's leave of absence, without pay, is granted to Mr. Anna Shastri, Sanskrit Teacher, Dharwar High School.
- 22nd January 1876.—Mr. Keshava Hanumanth Hubli is appointed substantive *pro tem.* Sanskrit Teacher, Dharwar High School, during the absence of Mr. Anna Shastri.
- 22nd January 1876.—Two months and twenty-three days' leave of absence, without pay, is granted to Mr. Parshotam Bapuji Saraiya, Third Assistant Master, Nariad High School.
- 22nd January 1876.—Mr. Waman Gopal Indapurkar, B.A., is appointed substantive *pro tem.* Third Assistant Master, Dharwar High School, *vice* Mr. Mudholkar, on leave.
- 22nd January 1876.—Mr. B. G. Bommigatti is appointed Acting Second Assistant Master, Dharwar High School.
- 24th January 1876.—Mr. Anant Bapu Deva is appointed substantive *pro tem.* Fifth Assistant Master in the Ahmednagar High School, *vice* Mr. Karandikar, promoted.
- 24th January 1876.—A month's privilege leave is granted to Rao Sahib Mohonlal Ranchoddas, Deputy Educational Inspector, Surat Sub-Division.
- 27th January 1876.—Mr. Pestonji Hormasji Patack, B.A., is re-appointed a Fellow in the Poona Civil Engineering College.
- 27th January 1876.—Three months' sick leave is granted to Mr. Atmashankar Tripurashankar, Seventh Assistant Master, Surat High School.
- 27th January 1876.—Mr. Pirozasha Pestonji is appointed Acting Seventh Assistant Master, Surat High School, *vice* Mr. Atmashankar Tripurashankar, on leave.
- 28th January 1876.—One year's leave, without pay, is granted to Mr. Vinayak Dhondeo Bavdekar, Sixth Assistant Master, Kolhapur High School.
- 31st January 1876.—Mr. Krishnaji L. Datar, Head Master, First Grade Anglo-Vernacular School, Dhulia, is appointed Head Master, First Grade Anglo-Vernacular School, Ahmednagar.
- 31st January 1876.—Mr. Govind Keshava Sabde, Head Master (substantive *pro tem.*) of the First Grade Anglo-Vernacular School, Tanna, is confirmed in the appointment.
- 31st January 1876.—Two months' leave of absence, without pay, is granted to Mr. Gopal V. Pathak, Third Assistant Master, Broach High School.

- 31st January 1876.—One and a half months' leave, without pay, is granted to Mr. B. S. Sahasrabudhé, Acting Third Assistant Master, Satara High School.
- 7th February 1876.—Mr. Shivaram Shridhar Sahasrabudhé is appointed Acting Third Assistant Master, Satara High School, *vice* Mr. B. S. Sahasrabudhé, on leave.
- 9th February 1876.—20 days' leave of absence, without pay, is granted to Mr. Vishnu A. Dabké, Seventh Assistant Master, Ratnagiri High School.
- 9th February 1876.—Mr. Narayan Govind Sindé is appointed substantive *pro tem*. Seventh Assistant Master, Ratnagiri High School, *vice* Mr. Dabké, on leave.
- 9th February 1876.—Two months' sick leave is granted to Mr. Dattatraya B. Deshpandé, Third Assistant Master, Dhulia High School.
- 9th February 1876.—Mr. Keshav Govind Dandé, F.E.A., is appointed Acting Third Assistant Master, Dhulia High School, *vice* Mr. Deshpandé, on leave.
- 9th February 1876.—Two months' additional sick leave is granted to Mr. R. G. Angal, Head Master, Junagadh High School.
- 14th February 1876.—Mr. Vasudeva Ramkrishna Astpatré is appointed Acting Fourth Assistant Master in the First Grade Anglo-Vernacular School, Kolapur, *vice* Mr. Naralkar, transferred to the Kolapur High School.
- 14th February 1876.—Mr. W. K. Vaidya is appointed First Assistant Master, Kalian English School, from the 1st of March 1876.
- 14th February 1876.—Mr. K. N. Bhaugamkar is appointed Assistant Deputy Educational Inspector, Belgaum and Kaladgi, from the 1st of March 1876.
- 14th February 1876.—Mr. Vinayak K. Oke, First Assistant Master, First Grade Anglo-Vernacular School, Ahmednagar, is appointed Acting Head Master of the same school during the absence of Mr. Patwardhan and Mr. Datar.
- 14th February 1876.—13 days' leave, without pay, is granted to Mr. Vishnu S. Mulekar, Writing and Drawing Master, Poona High School.
- 15th February 1876.—A year's furlough is granted to Mr. Balwant Hari Datar, Eighth Assistant Master, Poona High School.
- 15th February 1876.—Two months' sick leave is granted to Mr. Lalbhai Rapram, Assistant Deputy Educational Inspector, Panch Mahals and Rewakantha.
- 15th February 1876.—Mr. Fakirbhai Tuljaram, Head Master of the Jamsetjee Jejeebhoy English School at Surat, is appointed Acting Assistant Deputy Educational Inspector, Panch Mahals and Rewakantha, *vice* Mr. Lalbhai, on sick leave.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 18th Feb. 1876.

THE
Bombay Educational Record.

No. 4.]

APRIL 1, 1876.

[Vol. XII.]

THE MONTH.

THERE are 176 candidates for the F. E. A. Examination to be held next month.

WE had a note last month on the subject of Spelling Reform. Whether it is the new and somewhat absurd rage for spelling-bees that is directing attention to this subject or not we cannot say, but it is certainly assuming prominence. Prof. Max Müller has thought it important enough to devote an article to it in the *Fortnightly Review*, which is characteristically lucid and full of information. The subject has also been discussed at a Conference of elementary teachers just held in London, at which Mr. Gill, the author of "Systems of Education," moved the following resolution:—"That this Conference is of opinion that in the interest of primary education a Government Commission should be appointed to inquire into the subject of English spelling, with a view to its improvement." There were, he said, so many anomalies in the English language that some definite conclusion should be arrived at. He knew an inspector who always plucked children who left out the *u* in spelling "honour." He would not go so far as his friend Mr. Jones in the matter; but all he was anxious to obtain was a "commission" to inquire into the matter of "Spelling Reform."—Mr. Park (Ashton) seconded the resolution.—Mr. Jones (Liverpool) said that if he could prove that all this trouble about Codes, &c., would be entirely swept away, and that children who could now pass a certain standard at the age of thirteen could do so at seven or eight, it would be a matter for some congratulation. In Wales, he said, the reading and spelling difficulties were not known, and in some schools in Wales the teaching given by voluntary

teachers in Sunday schools in two or three years was superior to the teaching given in England, with all the gigantic machinery at our disposal. It was the same in Germany. There was no spelling difficulty there, and it was time it had been disposed of in England. We were not satisfied with the state of education in our schools. We wanted to teach some other subjects besides reading and writing. Inspectors have said, "It is the spelling difficulty which blocks the way." Mr. Jones urged those present to study the question and look into it, and, if they thought it a subject worthy of consideration, to ask school managers and members of Parliament to support the appointment of a commission to consider this subject.—Mr. Griffiths (Lambeth) opposed the resolution on the ground that the matter was quite impracticable. The resolution was ultimately put and carried by a large majority.

AN American educational contemporary gives the following amusing recipe for the manufacture of truants:—"Take a stout, healthy boy, full of animal spirits, and put him into a crowded class-room. If he turns his head 'when the doors are open,' have him whipped; if he pinches his neighbour, ditto; if he is late, ditto; if he misses his lesson, call him stupid and blockhead; if he can't conjugate a verb, inquire in your blandest tone how lately the donkey was eliminated from his line of ancestry; find fault with all he does; express surprise if he does anything that is correct; and if this does not change him into a truant, he will become an animated lump of dough. In either case he will cause you no more trouble."

AN English "professor" hailing from a small place in "Yorks (England)" (*sic*) is advertising in a German-Swiss school-paper for "professors of colleges," &c. "wishing for posts at Easter." The ordinary branches of instruction are "chiefly demanded," but a "photo and 25 cents" must be sent "for expenses of correspondence."

THE whole series of projected series of translations from the sacred books of the world, to be edited by Professor Max Müller, will be divided into six sections. Books illustrative of the religion of the Brahmins (Sanskrit), of the religion of the Buddhists, of the religion of the followers of Zoroaster (Zend), of the religion

of the followers of Confucius (Chinese), of the religion of the followers of Lao-tse (Chinese), and of the religion of the followers of Mahomed (Arabie). The *Academy* hears that the coöperation of some of the most distinguished Oriental scholars in England—Dr. Legge for Chinese, Professor Cowen for Sanskrit, Professor Childers for Pali—has been secured.

ACCORDING to a return of the last Census, procured by Mr. Macdonald, the number of children in England and Wales of school age, from three and under thirteen, was 5,374,301, or 23 per cent. of the population. The number of cases where attendance had been enforced could not be given. The amount expended upon primary education from Parliamentary votes during the last ten years in England and Wales and Scotland was 9,918,277*l*.

DR. R. G. LATHAM is engaged in preparing a revised edition of his work on the English language, and an abridgment of his edition of "Johnson's Dictionary."

WE present our readers this month with the twelfth annual issue of the Directory of the Department of Public Instruction, showing the *personnel* of the Department as it stood on the 1st November 1875.

A NEW ENGLISH-SANSKRIT DICTIONARY.

We have much pleasure in giving publicity to the following prospectus:—

If you think it a piece of news that may interest some of your readers, I shall feel obliged if you announce in your much-valued paper that I am at present engaged in the compilation of a Practical English-Sanskrit Dictionary. Its object is not simply to give equivalents for English words, but to show how these words are employed in combination with other words. It will be published in two octavo volumes of about 800 pages each. The price of each volume will be Rs. 10 to subscribers, and Rs. 15 to non-subscribers. The first volume will be out probably in November of this year, and the second in January 1878.

I reserve to the preface to my work to express my gratitude to the different Indian Governments who have kindly subscribed and will subscribe to it. But I may, in this place, express my thanks to my other subscribers, among whom I am proud to reckon His Excellency the Viceroy, Professor Max Müller, Messrs. W. J.

Money, R. H. Paussey, and J. Pratt of the Bengal Civil Service, Dr. J. C. Shaw of the Indian Medical Service, Messrs. L. W. Hutchison, E. M. Reily, and Syed Mahomed Israel of the Uncovenanted Service, Baboos Gungá Dás Guha—Shama Charan Roy—Poorna Chandran Roy of the bar, and others.

I sent the first 64 pages of my work to Professor Max Müller for his opinion, and he has written me the following very kind and encouraging letter—a letter which has induced a man of my humble acquirements to persevere in the difficult and repulsive work, and valued the more as it comes from one not personally known to me:—

"Having examined the pages of your English-Sanskrit Dictionary, which you sent me as a specimen, I may say that the work, if carried out in the same manner as the specimen, will prove very useful and reflect credit on native scholarship. Your work is evidently not simply a Sanskrit-English Dictionary mechanically inverted, but you have treated each word independently, and by giving the nearest approach to each English word in Sanskrit you have shown your familiarity with the idioms of both languages. The passages from Sanskrit writers, illustrative of the employment of Sanskrit words, are extremely useful, and give to your work a really scholarlike character.

"There will, of course, be differences of opinion as to the exact correspondence between certain words in Sanskrit and English, but that cannot be helped in the present state of Sanskrit scholarship. I doubt, for instance, whether 'admiration' is rightly rendered by प्रसंसा, which has rather the meaning of 'praise.' I should think that Aorist might be rendered by हृत्. But these are mere trifles. I wish you all success in your work, and I shall gladly subscribe to a copy of it."

With reference to the first objection taken by the learned Professor, there can be no doubt that he is correct. But I know of no better equivalent for *admiration*, and believe that the word is sometimes used to express *admiration* (vide *Sisupalabadha* 1. 52.). With reference to the second objection, I should think हृत् means some terminations, and not any tense at all.

I hope the first volume of my work will be out in November. So I need not present you now with the pages of my Dictionary that have been printed off, as it might give you a very erroneous impression of the real nature of my work. Considering the difficulties that lie in the way of such a task, I should indeed have waited to see the whole work out before venturing to make it publicly known, had it not been for the fact that I should be wanting in gratitude to Lord Northbrook for his very kind encouragement of the work if I kept back from the public one of his many acts of liberality towards the natives of India.

I shall feel obliged if you announce that those who intend to subscribe must register their names before the 1st August next at Babu Jogesh Chandra Banerji's, 55, College Street, Calcutta, after which the higher terms will be charged.

Yours faithfully,

A. BOROOAH,
of the Bengal Civil Service.

Dinagapore, the 31st March 1876.

EDUCATION IN THE PHILADELPHIA EXHIBITION.

Our readers doubtless know that on the 4th July of next year America is to celebrate the hundredth anniversary of her Declaration of Independence by a Great International Exhibition. We are indebted to the *Academy* for the following account of what it is proposed to do in the department of Education:—

“Great efforts will be made to illustrate, as far as visible illustration is possible, both the methods and the results of the system of instruction in the schools and colleges of the States. We learn from the *New England Journal of Education* that in the Educational branch of the International Exhibition at Philadelphia it is proposed to place a complete set of the works issued by the officers, alumni, and former members of Yale College in all its departments.

“In the State of Wisconsin the Superintendent of Instruction issues the following suggestions to the authorities of each town:—

“(1) A history of the school-system of the city, as full as the materials at command will afford; (2) a full account of the course of instruction at present in use in the public schools; (3) photographic views of the principal schoolhouses, and plans of such of them as are thought worthy of being so displayed; (4) a statement of all the appliances and apparatus used as aids or means of illustration in giving instruction; (5) a complete representation of the work done by pupils, embracing (1) written work—a series of papers in all the studies of the several grades, where pen and ink are used, properly classified and bound in volumes; (2) drawings through all the grades, bound in volumes, and also mounted for convenient exhibition; (3) penmanship, both in the regular copy-books and specimens prepared for exhibition; (4) map-drawing in all its various stages; (5) blank forms used in the administration of schools, in a form convenient for reference.

* * * * *

“It is expected that New Hampshire will make a showing in the department of education worthy of the intelligence of her people, and creditable to her schools, both public and private. . . . Something for this Exposition will be asked from every town, city, and institution of learning. The material for the department of education has been divided into seven classes. By general distribution of these classes no institution or persons will be unreasonably taxed. Class A—Town history of education; Class B—Views of school buildings; Class C—Scholars' work and text-books used; Class D—Photographs of teachers and educators; Class E—Registers and school records; Class F—History and work of academies and select schools; Class G—Town and city school reports. Contributors will have to deliver their articles free of expense. The material thus received will be bound in volumes or placed in portfolios properly labelled, arranged in cases made for the purpose, and forwarded

to Philadelphia. At the close of the Exhibition the matter will be deposited in the State Library. It is expected that school-officers, teachers, and the friends of education will promptly and earnestly coöperate with the superintendent in advancing the work.' "

ON TEACHING HISTORY IN SCHOOLS.

THERE is hardly any department of education which has attracted more attention of late years than history. A generation ago it was almost wholly neglected. Boys were expected to learn the main outlines of Greek and Roman history; but the development of modern nations was ignored, even that of England being only superficially studied. A great change has now been effected. Several publishers have issued, or are issuing, series of historical handbooks, and the chances are that the study will for some time be overdone rather than left out of notice. Ignorance of history implies exclusion from one of the highest sources of intellectual enjoyment and stimulus, and is responsible for a vast number of mistakes in international relations. Events which strike nations with sudden panic would often be seen, through larger instruction, to be the inevitable result of the working of forces that have perhaps been acting for centuries. Cases have occurred in our own day in which the teacher of history, if his duties had been discharged in an intelligent spirit, might have saved both France and England from rash judgments, and the former probably from disaster and humiliation. Two theories of the proper mode of teaching history are now frequently discussed. One is that a particular period should be selected for study, not the whole history of a people or of the race. The other theory favours exactly the opposite course. The ground of the former is that if too wide a field is gone over, it is impossible to interest young students. On the other hand, a special reign, or a special series of events, may be examined with tolerable minuteness, and it is possible to form some degree of intimacy with the figures that stand prominently forward on the foreground. There is undoubtedly some force in this contention; but it overlooks one fact, that no historical period can be perfectly understood if taken apart from all other periods. Everyone ought now to be familiar with the idea of the continuity of history. The best recent historians object even to the venerable distinction between ancient and modern history, on the ground that, although it may be of service in marking profound differences, it gives the impression that there was at one time an absolute break in human progress. It is impossible, they urge, to point to a date when what is called ancient history stopped and modern history began. Each shades into the other, and the earlier have left their traces in every important element of the later developments. For a like reason an energetic historical school has long protested against the custom of treating the Norman Conquest as the true starting-point of the history of England. Let the schoolmaster

begin by general instruction as to the course either of European history, or of the history of particular countries; and afterwards the pupil will be in a position to examine some one epoch capable of being described without formal reference to what preceded or followed it. This method will have the advantage of securing the attainment of a certain amount of exact knowledge without conveying a mistaken notion as to the vast fields that remain to be traversed. The chief blunder hitherto made in teaching the history of a nation or race has been the attempt to impress on the minds of pupils far too many dry facts. Most men and women remember with horror the lists of dates they were expected to learn at school; and they may be excused if they do not see any very great benefit that sprang from this overburdening of the memory. What is really needed is not an enormous number of details, but an intelligent comprehension of the broader aspects of history—a general view of the direction of progress, of its leading stages, and of the great forces by which it has been effected. In no other way is the imagination touched by the subject, and curiosity awakened and sustained. At the same time it is to the individual element that attention should be chiefly directed. We all know that in the long run general causes are even more effectual in producing change than the influence of individual minds; but these causes can always be most forcibly suggested by the study of individuals.—*Globe*.

MIDDLE-CLASS EDUCATION IN HOLLAND.

A correspondent of the *Times* writes:—

We old-fashioned English are at present devoting much pains to discover a good system of education for our middle classes, and yet we have only to cross the Channel in order to see in actual work one altogether satisfactory in a country whose manners, traditions, and laws are almost those of our own.

According to the Constitution of Holland there are three degrees of education—primary, middle, and superior. As the primary education comprehends all schools intended for children from six to twelve years of age, and as the universities, the gymnasia, and other establishments where the study of the ancient languages occupies the first place are considered as belonging to the superior class, it follows that all educational establishments not included in one or other of these categories are regarded as establishments for middle-class education.

It appears that until the year 1862 the Dutch were no further advanced in respect of this kind of education than we are now. Wishing to put an end to this state of things, the Minister of the Interior (the Home Secretary) of the time, M. Thorbecke, formerly Professor in Leyden University, presented to Parliament a bill, which was passed into law at the beginning of the following year. From the discussions which preceded the adoption of this law we learn

that its object is to ensure a suitable education to young people who are not obliged to learn a business before the age of from fourteen to seventeen years, and for whom, although they are not intended to take up university studies, a deeper and wider instruction is necessary than that which can be obtained at the primary school.

Setting out from the principle that youths who quit the primary schools may be divided into two classes—those who are able to devote only two years, and those who can afford to give five years to further study—it was decided that there should be two kinds of middle-class schools, the one to have a two years' course, and the other a course of five years.

The programme of study in the establishments in which the course is one of two years, and which are called lower middle-class schools, includes, in the first place, the elements of mathematics, mechanics, physics, chemistry, natural history, geography, history, and the Dutch language; and, in addition, drawing, gymnastics, and some idea of political economy, and of technology for towns, and of agriculture for the country. The teachers in these establishments are moreover required to devote the evenings to courses for young artisans or agriculturists who are prevented from taking the courses which are given during the day. As to the number of these schools, the law requires that each commune whose population exceeds 10,000 shall establish at its own expense at least one lower middle-class school.

The programme for those schools in which the course is one of five years, and which we may designate upper middle-class schools, is of course more extensive. It embraces, first, the branches included in the lower schools; but, as might be expected, this education in the upper schools goes much deeper. Then come three foreign languages—French, English, and German. The law requires, moreover, that the pupils should receive some notion of the political institutions of the country and of its statistics, including those of the colonies. Needless to add that in a country like Holland the tenure of land must form an integral part of education.

The higher schools are naturally those from which the most important results are to be expected, and which, from the English point of view, are best worth careful study. It is simply the truth to say that I have been amazed at what I have seen. It is a very remarkable thing that although no commune is obliged to establish a higher school—only the State is obliged to maintain five—yet at the present time there is no town having a population of above 15,000 which has not its higher school in full work. A still more remarkable thing is that nowhere do the school fees exceed 5*l.* a year. As an Englishman, I was very curious to learn how they were able to give at the rate of 5*l.* a year an education which in our happier England can scarcely be obtained at all. This is what I learnt. The expenses of a higher school (not including the maintenance of the building) amount to about 1,750*l.* per annum. Supposing the school

to be attended by 100 pupils (a medium estimate), the receipts under the head of school fees do not exceed 500*l*. There thus remains a deficit of 1,250*l*.; but the State generally provides a subsidy of 7,000 florins (about 583*l*.), and the town has therefore only to make up the difference by contributing 667*l*. We have supposed the school to be attended by 100 pupils. It is evident that when this number is exceeded the receipts rise in proportion. This, however, is not always to the advantage of the communal budget, for it should be known that in Holland a class is not allowed to contain more than thirty pupils, the result being that a larger number necessitates the creation of a double class, and this may require an increase in the number of teachers. Let us note also, in passing, that the communes which are not able to bear the expense of a complete higher school are authorized to establish schools of three classes, corresponding to the three lower classes of a complete school.

The communal councils (town councils) may appoint such teachers as appear to them efficient. It is only necessary that these present certificates of competency and character, and that they have consequently passed the examination required by the law. There are exempted from the examinations the bearers of certain academic degrees; thus for the mathematical and physical sciences the greater part of the candidates are former students of the universities. These are generally young doctors of science who have taken a high place. Holland is not slow in showing her gratitude to them.

I have said that in the higher schools the school fees, although the law has not fixed a maximum, do not exceed 5*l*. For the lower schools the maximum is 1*l*. per annum, but this figure is rarely reached. It is evident from the above that when a boy of twelve years of age leaves the primary school and is not immediately obliged to earn money, his father, called in to decide whether or not he shall be sent to a middle school, has no obstacle to face in the matter of school fees. A foreman or superior workman in a position to keep his son till he is fourteen years of age can easily pay a shilling a month for school fees; 5*l*. would be an almost insuperable obstacle, though it is none to a father who is able to provide for the other wants of his son until the latter reaches the age of seventeen or eighteen years.

A Dutchman who boasted greatly of the system which his country has adopted, and to whom I remarked that it might be objected that in virtue of the system it was not himself but the taxpayers who paid for the education of his children, replied eagerly, "But am I not myself a taxpayer? Does not the system which we have adopted come simply to this—that, instead of my being compelled to pay for the education of my children in a few years under the form of very heavy school fees, the law allows me thirty or forty years in which to pay it, under the form of a tax? As for myself personally, it matters very little; but look at my neighbour, whose three sons are being educated at the higher school. Change the system, his

taxes would perhaps be lessened by 20 florins; but, on the other hand, the school fees would reach so high a figure that he could not meet them. The case of my neighbour is not an exceptional one; it is the case of at least one-half of the parents who send their children to the higher schools. Of 100 pupils who are now attending these establishments there would remain scarcely one-half, and it would consequently be necessary to raise to 35% the fees to be paid by each of them. This figure speaks more than all the arguments put together."

If in defence of a new order of things it is only necessary to urge the argument of success, it must be confessed that the advocates of the higher middle schools of Holland do not require to urge any other. By universal consent the success has surpassed all expectation: it has been complete. Yet whoever knows human nature will not be astonished to find that these schools, simply because of their success, are still the object of much criticism, particularly among the clergymen and scholars of the country.

THE TEACHING OF NATURAL PHILOSOPHY IN SCHOOLS.*

No fact is at the present day more generally recognized than that Science-teaching should form an essential element in Education. But a long time often elapses between the recognition of a principle and its practical application; and in the Sixth Report of the Royal Commission on Scientific Instruction, published in the middle of last year, we are surprised by the statement that of the endowed schools of the country not more than thirty per cent. have introduced Science into their school course; and that of these scarcely more than one-quarter devote to it as much time as four hours a week. The statistics furnished by the Commissioners are so important that I quote them *in extenso*:—"Information was also sought from the Head-masters of the 202 schools which appear in the Report of the Schools Inquiry Commission as possessing endowments of over £200 per annum, and from 128 of these schools replies have been received . . . Among the 128 schools from which we have received returns Science is taught in only 63, and of these only 13 have a laboratory, and only 18 apparatus, often very scanty. Out of the 128 schools definite information has been received from 87. Of these, 30 allot no regular time whatever to scientific study; 7 only one hour a week; 16 only two hours; while out of the whole number only 18 devote as much as four hours to it." If this is the case with respect to the boys' endowed schools, we cannot help fearing that the statistics would present a still more unfavourable appearance if they had been collected from private adventure schools of both sexes.

* A Lecture delivered before the College of Preceptors, London, by the Rev. J. Magnus, B.A., B.Sc.

The reasons of this indifference to Science are not far to seek. They lie partly in the inertia common to all institutions, in consequence of which they yield but gradually to change; and partly in the supposed cost of introducing Science-classes into schools, in the difficulty of obtaining Science-masters, in the general uncertainty with respect to the branches of Science that ought to be taught, and in the adverse influence of the older universities, which have not hitherto attached the same importance in their examinations to Science as to Language and Mathematics. All these causes, we may hope, will gradually be removed. In the meantime public attention cannot be too frequently called to the advisableness of making Science lessons a necessary part of school education; and the discussion of methods of teaching particular branches of Science, if it do no more than rouse an interest in the subject, is likely to be attended with some beneficial results.

With this object before me, I have undertaken, at the request of the Council, to offer a few remarks on the teaching of Natural Philosophy in Schools. The term Natural Philosophy is sufficiently vague to cover several branches of Physical Science. As employed by some writers, it actually includes the whole range of Physics. By others it is limited to the sciences of Heat, Light, and Electricity, as distinguished from the subjects generally known as Mechanics and Hydrostatics. The term "Mechanics," again, is made by some to include the application of the principles of Dynamics to the motion and equilibrium of solid and fluid bodies; whilst others restrict its use to solid bodies only; and others, again, following the example of Newton, use the word in its strict etymological signification as applying to the theory of Machines. Other terms sometimes employed are Mechanical Philosophy and Experimental Physics: but whilst the former of these can hardly be regarded as an improvement on the term Mechanics, for which it is occasionally substituted, the latter is almost too general to be restricted to any particular branch of Physics, since all Physical Science rests on experiment for its basis, and the appeal to experience is necessary for the verification of conclusions which are deductively arrived at. The term Experimental Physics, however, serves very fairly to designate those branches of Physics, such as Heat, Electricity, and Magnetism, in the explanation of which experiment is the essential instrument, and to which the application of number is extremely difficult, and, except in a few cases, only partially satisfactory; but we are still left without a descriptive title for Mechanics and Hydrostatics, unless we use the ambiguous term Mechanics to include both. A better distinction is found in the fact that, whilst Physics is essentially the science of motion, the so-called Experimental Sciences treat of the invisible motions of the molecules of which bodies consist, and the Mechanical section treats of the visible motion of bodies as such, whether they be solid, liquid, or gaseous. Much precision, therefore, would be introduced into the

subject if these two branches of Physical Science were known as Molecular Physics, or the Physics of Molecules, and Molar Physics, or the Physics of Masses.

The branches of Physics most commonly taught in schools, viz., Statics, Dynamics, and Hydrostatics, are generally comprised under the term Natural Philosophy, which is so used in the regulations of the Council of this College, and till quite recently in those for the Matriculation of the University of London, though it now includes the additional subject Heat. It would seem, therefore, that Natural Philosophy is generally understood by schoolmasters to include Molar Physics only; and in this restricted sense I have used the word in the title to this paper.

Notwithstanding the experience that has been gained in teaching this branch of Physics, the failures of candidates at elementary examinations are very numerous, as may be seen from the statistics of the London University Matriculation, which show that over thirty-five per cent. of all the candidates who have presented themselves during the last five years have been rejected in Natural Philosophy. Presuming, therefore, that the examiners are not over-exacting, we must necessarily infer that the subject itself is still imperfectly taught in very many schools.

The causes of these failures are not difficult to find. In the first place, those who teach the subject are often themselves insufficiently informed, and possess very little knowledge of the best methods of instruction. Men who have been educated at a good school, and who have afterwards graduated in honours at one of the Universities, not only have learnt a respectable amount of Classics or Mathematics, but have been so taught that they are capable of applying to the instruction of others the methods by which they acquired their own knowledge. But this is hardly the case with Science. There are very few Science-teachers who have had the advantage of sound instruction during their school-course, and they consequently have to invent for themselves a method, when they are called upon to instruct young pupils. It is a truth well recognized in this institution that an extensive acquaintance with a subject, and the power of teaching it, do not necessarily go hand in hand; and although doubts may very well be entertained with respect to the possibility of theoretically showing teachers how to teach, it is quite certain that those who as children have been clearly and methodically instructed will become better teachers than those who have missed this training. Every good teacher knows how frequently he recalls to mind the difficulties he himself experienced as a learner, and how, by reflecting on these difficulties, he afterwards succeeds in removing them from the minds of his pupils.

Another reason for the failure of candidates in elementary examinations in Natural Philosophy is the short period of time which in most schools is set apart for the study of the subject. Boys are

not expected to obtain a knowledge of Latin or Greek by attending a course of lectures during the last few months of their school career, but they are carefully grounded during several successive years in the elements of these languages. Moreover, their instruction is based on some plan or method, so that they are enabled gradually to advance, by regular and progressive stages, to the acquisition of higher knowledge. But there are few schools, below those of the first grade, into which any systematic method of teaching Science has, up to the present time, been introduced. In fact, Science is too often regarded as a body of truths the full significance of which a pupil ought to grasp as soon as they have been once presented to his notice, but for the mastery of which anything like the same kind of training as a boy receives in learning Greek or Latin is wholly unnecessary.

It very frequently happens that boys who are going to be examined in Natural Philosophy receive six months' instruction in Mechanics during the year preceding their examination. They may have had no previous training which might fit them for the acquisition of scientific principles, and give them the power of applying these principles to cases coming under their notice; but, with minds wholly unaccustomed to scientific thinking, they are brought face to face with the problems of Mechanics; and when, as must naturally happen, these boys fail to satisfy the examiners, the examinations are pronounced too difficult.

This leads me to consider what amount of school time ought to be devoted to the teaching of Natural Philosophy, and at what age a pupil should begin to receive instruction in this subject.

With respect to the age at which children should enter upon the study of scientific subjects, a great deal has been said of late, some teachers advocating a very young age, and others considering that the study of these subjects should not be commenced till nearly the end of the school career. Practically the opinion of the latter is carried into effect. Complaints have recently been made that the knowledge of Science required from candidates for the Leaving-certificate Examinations of the Oxford and Cambridge Conjoint Board is very much less in quantity, and much more easily acquired, than the knowledge of Classics. This, no doubt, is true; and the reason assigned is that the number of years devoted to the study of Classics, or even of Mathematics (including Arithmetic), is much greater than the maximum period given in the best schools to Science. But I cannot help thinking that this ought to be so. Science, as a part of general education, is principally useful when regarded as the means of developing the reasoning and observing faculties of those who study it; and, if too exclusively pursued, to the neglect of other equally if not more important subjects, it is likely to result in a one-sided and inefficient training. There is no doubt that the study of Language and of Number ought to precede the study of Science; for Language is necessary to thought, and

Number gives definiteness and accuracy to the conclusions at which reason enables us to arrive. They are both the instruments of Science; and hence, from a logical point of view, they should be previously studied.

Then, again, we must remember that youth is the period of life when the memory is most efficient, and is therefore the age which is best adapted for the acquiring of languages. There are many persons who, having in their early youth neglected the study of Classics, are never able to obtain the culture and elevated sympathies which those studies afford. But a knowledge of Science can be gained at any age; and what is learnt with difficulty in early youth is often more easily acquired when the mental powers have already been subjected to some amount of training. Much, however, may be done in very early years, without prejudice to other studies, in developing a taste for Science. If the faculties of observation, which at this period are always active, be wisely exercised, a child may acquire, during the early years of his education, the knowledge of a considerable number of scientific facts, which will afterwards afford him subject-matter for reflection. This is proved by the interest children so often exhibit in collecting coins, stamps, butterflies, &c. But Science proper, or systematized knowledge, involving the relations of cause and effect, and of facts to the principles that explain them, ought not, I venture to think, to occupy the attention of young persons until their minds have been duly prepared for it by other work.

In the teaching of Science there are separate stages. There is the methodical collection of facts, and there is the explanation of these facts by the referring of them to general laws. The collection and arrangement of facts, which may be regarded as preliminary to real Science-teaching, may engage children at a very early age, and may be made a useful exercise in all the classes of an ordinary school. No subject seems to me to be better suited for giving precision in the description of natural objects than Botany; and the facility with which it can be taught, even to very young children, and the increasing interest which the study of it evokes, would seem to constitute it one of the best subjects for the purposes of scientific education, and to render it well adapted to schools of all grades and of both sexes.

But the subject I am now considering cannot be treated as a descriptive science: it is essentially a science of reasoning; and the pupil must be trained to see, in the facts themselves, instances and illustrations of general principles. Science-teaching of this kind should not commence at too early an age, and the pupil should not at first be occupied with a detailed study of any one particular subject. The teaching, in the beginning, should be general, and only simple explanations of the more common phenomena should be attempted. A course of lessons, comprising much that is included in *Erdkunde*, or Physical Geography, ought, indeed, to

precede the specific study of any one branch of Physics. Lessons such as these would introduce the pupils to a variety of different scientific facts, and would call forth a desire on their part to obtain a more intimate acquaintance with the processes of nature. These lessons might be followed up by more detailed instruction in the elements of the science of Heat, the study of which subject seems to be well adapted to open the pupil's mind to the comprehension of a number of frequently observed and interesting appearances. At the same time the teacher might practically explain the various units of measurement commonly employed in Physics, an accurate knowledge of which is very essential to the pupil's subsequent progress.

At this stage of the learner's school course he might with advantage commence Mechanics. Although many principles in Molar Physics can be explained to those who know no more Mathematics than is involved in an acquaintance with the rules of Arithmetic, the pupil's progress will be much more satisfactory if he does not commence it till he has acquired some knowledge of the elements of Algebra and Geometry. The opportunity of being better grounded in Mathematics would be afforded to him by his pursuing the study of it during the two or three years that should be devoted to the introductory Science lessons of which I have just spoken. A long course of preliminary mathematical instruction is not necessary; but if a pupil enters on the study of Mechanics without having attained to so much knowledge of Algebra and Geometry as a boy of average ability might gain in two years, the subject will present unnecessary difficulties, which will impede his progress, and give him a distaste for the study. The simplest problems of elementary Mechanics too often prove a stumbling-block to young students, on account of their very inefficient knowledge of even the elements of mathematical reasoning. Among the many advantages which the study of Mechanics includes, certainly not the least is the exercise which it affords to the pupil in applying numerical relations to physical principles, and in obtaining, possibly for the first time, definite and exact knowledge of force as a magnitude. In Mechanics, a large number of isolated facts are capable of being connected together by a simple numerical relation, and a few elementary laws having been ascertained, the pupil who knows even a little Mathematics is able to deduce therefrom important results, many of which can be approximately verified by experiment. It seems to me, therefore, very advisable that boys and girls at school should not be permitted to commence the study of this branch of Physics until they know fairly Simple Equations, and as much Geometry as is comprised in the First Book of Euclid.

I do not think that Mechanics ought to be considered simply as a branch of Experimental Physics: it is essentially deductive Science, and should be taught as such. In saying this, I do not wish to convey the impression that experimental illustrations are valueless,

or that the pupils should not be trained to conduct experiments for themselves; but what I mean is that the deductive character of the science should be carefully kept in view. In Mechanics a variety of different results can be calculated from two or three general laws quantitatively expressed. Moreover, many of these results are of so simple a character that they can easily be realized in imagination, even without the aid of practical illustrations. This is not the case in the so-called experimental sciences. In these the results cannot always be easily calculated with exactness, and the phenomena themselves are complex, and require to be seen in order that they may be understood.

If Mechanics be taught to beginners as a mere experimental science, it is taught with very little advantage. The student misses the exercise, so useful to him, of deducing, by the aid of simple numerical and geometrical relations, exact results from elementary principles. If he learns these laws qualitatively and not quantitatively, and must appeal to experiment for a knowledge of what will happen under each variety of circumstances, his progress will necessarily be retarded. Very little is gained, therefore, by teaching the principles of Mechanics until the pupil is sufficiently advanced to be able to apply a general principle to a particular instance, and to deduce theoretically a result expressed in exact quantities.

In the teaching of Mechanics, the several stages of the Deductive method may be carefully distinguished and exemplified. The science rests on certain general laws, which have gradually been discovered by a series of observations and experiments. An outline of these experiments should be presented to the pupil, so that he may know the nature of the processes of reasoning by which these principles have been established. This may be easily done in explaining such laws as the Composition of Velocities, Newton's third Law of Motion, the principle of Archimedes, or Boyle's law. The nature of these observations or experiments having been explained, and if possible practically illustrated, the student should be taught to employ them in the explanation of various simple phenomena. He should be made to feel that the law he has obtained is an instrument enabling him to explain the cause of a variety of different facts which daily impress his senses. The endeavour to apply a general principle to the explanation of appearances, the nature of which had previously been unheeded, is a useful mental exercise, which helps to develope scientific thinking.

Having traced this law in a variety of instances, the pupil should be trained in deducing, by the aid of number, definite results corresponding to particular problems. The solution of these problems will present very little difficulty when the pupil knows that they are special cases of the law in question. The result having been theoretically determined should be experimentally verified, whenever the means for such verification are at hand. It is most probable that the two results so obtained will slightly differ. The cause of the

difference should then be carefully pointed out; and if the discrepancy has arisen from circumstances which can be numerically expressed and calculated, the theoretical result should be modified accordingly. When this shall have been done, the problem may be said to be completely solved, and the principle involved in it to be verified. The student should be taught to distinguish between the two kinds of experimental illustrations that have been brought before him—between those which led to the discovery of the law and those which served to verify it. The former only are true experiments, real instruments of research; the latter serve to test and verify the law previously ascertained. The practical illustrations, which lecturers so often call experiments, can hardly be regarded as such, since they are not employed for the discovery of new truths, but for exemplifying those previously known. The student should be told that experiment as a means of research is a laborious process—a groping in the dark for something not yet found—and involves a series of trials under a variety of circumstances. Such experiments are very different from the carefully prepared illustrations which serve to show the truth of a known law.

The principles of Mechanics, and such deductions as easily follow from them, being presented to the pupil in this way, the subject will naturally arouse his interest, and the study of it will become a most important instrument in the education of his mental powers; for he will not only learn the elements of the science he is studying, but he will also obtain some knowledge of the method of science generally, and habits of exact thinking, which are more useful than the acquisition of mere facts, and which constitute Science-teaching an essential element in general education.

(To be continued.)

NOTICES TO CORRESPONDENTS.

B. K. H. (Belgaum).—Many thanks, but the report was far too long, and we found it impossible to 'boil it down.'

Mr. Talla's "Note on Adverbs" has elicited a shower of replies, of which, after examination, we hope to publish one or more.

 The Editor invites communications on subjects connected with Education, and also contributions of Educational Intelligence in the shape of reports of meetings, school examinations, &c., from all Officers of the Department, and from other persons interested in Education. Schoolmasters in particular are invited to make free use of the correspondence columns of the "Record" for the interchange of experiences, and the mutual elucidation of difficulties connected with the management of their schools. It is hoped, too, that students will avail themselves of the opportunities offered by the "Record" for the discussion of points of scholarship in Philology and Mathematics, and the communication of "Notes" on their various subjects of study.

DEPARTMENTAL NOTICES.

Supply of Stationery.

NOTIFICATION.

The subjoined Government Resolution, No. 867, dated 22nd ultimo, Financial Department, together with Resolution No. 2690 of 24th August 1875, therein alluded to, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

15th March 1876.

Stationery.

No. 867.

FINANCIAL DEPARTMENT.

Bombay Castle, 22nd February 1876.

Transfer from the Judicial Department of the Secretariat, No. 731, dated 31st January 1876, of the following papers:—

Letter from the Senior Assistant Judge, Kaládgi, No. 56, dated 15th January 1876—Submitting for sanction statements of the annual supply of stationery required for the use of the English and Vernacular Establishments of his Court.

Memorandum from the Superintendent of Stationery, No. 144, dated 28th January 1876—Forwarding a copy of his Report to Government No. 122 dated 25th idem, with enclosures; and stating that the five quires of Europe cartridge paper, thin, can be added to the authorized allowance of stationery for the Office of the Senior Assistant Judge at Kaládgi; and making suggestions.

Memorandum from the Revenue Commissioner, N. D., No. 216, dated 19th January 1876—Forwarding a letter from the Collector of Násik, No. 175, dated 15th idem, who states that, in accordance with Government Resolution No. 2690 of 24th August last, his Huzur Deputy preferred a supplementary indent for three reams of French foolscap paper on the Superintendent of Stationery, for printing forms, &c., at the local press, but Mr. Arbathnot objected to comply with the indent, stating that his department was precluded from passing indents in excess of the fixed scale, and requests sanction to the issue of the additional quantity of stationery required.

Memorandum from the Superintendent of Stationery, No. 131, dated 28th January 1876—Referring to his Report No. 122 dated 25th idem.

RESOLUTION.—The supply of five quires of Europe cartridge paper, thin, for the Office of the Senior Assistant Judge at Kaládgi, is sanctioned, but the stationery for the Vernacular Establishment should be purchased locally, as before.

2. In modification of the orders issued in paragraph 2 of Government Resolution No. 2690 dated 24th August 1875, Government are pleased to direct that in future all paper should be obtained from the Stationery Office, except small quantities required for printing urgent matter, and which can be paid for from the contingent allowance. Paper for Vernacular Establishments should be purchased locally, as heretofore.

E. W. RAVENSCHOFF,

Acting Chief Secretary to Government.

To the JUDICIAL DEPARTMENT of the SECRETARIAT; the SENIOR ASSISTANT JUDGE, KALA'DGI; the SUPERINTENDENT of STATIONERY; the REVENUE COMMISSIONER, N.D.; the COLLECTOR of NA'SIK; the ACCOUNTANT GENERAL; all other HEADS of OFFICES under the several CIVIL DEPARTMENTS of the SECRETARIAT; all DEPARTMENTS of the SECRETARIAT.

Contingent Charges.

No. 2690.

FINANCIAL DEPARTMENT.

Bombay Castle, 24th August 1875.

Memorandum from the Revenue Commissioner, N. D., No. 2979, dated 27th July 1875—Submitting a letter, No. 2806, dated 23rd idem, from the Collector of Tanna, who requests orders of Government on the question which has arisen as to the head to which the cost of paper used for forms printed at other than the Central Press is to be debited in the accounts, and states that he is of opinion that the cost should be debited to the amount provided in the Budget for Contingencies of the departments concerned in excess of the fixed Petty Supply allowance; and expressing his concurrence with the Collector that the cost should come out of Revenue Contingencies, as the amount sanctioned in Government Resolution No. 601 dated 24th February 1874 is not sufficient to meet charges for printing as well as paper.

RESOLUTION.—The cost of the paper that has been purchased up to date may be paid for and debited to the Revenue Contingencies of the Tanna Collectorate.

2. In future all paper should be obtained from the Stationery Office.

W. G. PEDDER,

Acting Secretary to Government.

To the REVENUE COMMISSIONER, N. D.; the ACCOUNTANT GENERAL; the COMMISSIONER in SIND; the REVENUE COMMISSIONER, S. D.; all COLLECTORS, and the EXTRA FIRST ASSISTANT COLLECTOR in charge PANCH MAHA'LS; all SUPERINTENDENTS of POLICE; all DISTRICT JUDGES; the JUDGES of the COURTS of SMALL CAUSES in the MOFUSSIL; the SUPERINTENDENT, GOVERNMENT CENTRAL PRESS; the JUDICIAL DEPARTMENT of the SECRETARIAT; the REVENUE DEPARTMENT of the SECRETARIAT; the GENERAL DEPARTMENT of the SECRETARIAT.

Official Spelling of "Kurrachee."

NOTIFICATION.

The subjoined Government Resolution, No. 731, dated 1st instant, General Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
15th March 1876.*

Orthography.

No. 731.

GENERAL DEPARTMENT.

Bombay Castle, 1st March 1876.

Memorandum from the Commissioner in Sind, No. 132, dated 4th February 1876—Requesting, with reference to Government Resolution No. 202 dated 15th January last, Financial Department, that the double system of spelling "Kurrachee," i.e. "Karachi," may be expunged from page 29 of the Blue Book printed by Government, in which are shown the names of places in this Presidency transliterated according to the plan laid down by the Government of India, and observing that "Kurrachee" is the old form of orthography, with which every one has long been familiar, and which has been used ever since the place was first known, and that he therefore considers no other way of spelling it should be recognized or permitted in official correspondence, and adding that Government, in their Memorandum No. 2397 dated 20th August 1874, seem to have sanctioned the spelling of the name "Kurrachee."

RESOLUTION.—The word may be spelt "Kurrachee," as desired by the Commissioner.

(Signed) E. W. RAVESCROFT,
Acting Chief Secretary to Government.

To the COMMISSIONER in SIND; all DEPARTMENTS* of the SECRETARIAT.

Purchase of Times of India Directory.

NOTIFICATION.

The subjoined Government Resolution, Educational Department, No. 314, dated 20th March 1876, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th March 1876.

No. 314.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 20th March 1876.

Letter from the Director of Public Instruction, No. 6063, dated 29th February 1876—Inquiring, with reference to Government Resolution No. 490* of the 9th instant, whether special sanction is required for the purchase of the Times of India Directory. Stating that general sanction for the purchase of this Directory was given by Government Resolution in the General Department No. 1149 of the 21st April 1874.

Transfer from the General Department, No. 839, dated 9th March 1876—Retransferring letter of the Director of Public Instruction No. 6063 of 1876, with an intimation that under the recent orders special sanction in each case is necessary for the purchase of the Times of India Directory, and that, according to General Department Endorsement No. 803 of 1876, this sanction is to be given or recommended only when indispensable.

RESOLUTION.—The Director of Public Instruction to be informed accordingly, with reference to his letter of the 29th February last, No. 6063.

(Signed) C. GONNE,
Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION; the GENERAL DEPARTMENT of the SECRETARIAT.

* See Record for last month, page 69.—Ed.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF FEBRUARY TO THE 15TH MARCH 1876.

- 16th February 1876.—Additional leave without pay from 22nd January to 22nd February 1876 is granted to Mr. Paul Ganesh-rao, Third Assistant Master, Karwar English School.
- 16th February 1876.—Three months' privilege leave is granted to Mr. Naro B. Deodhar, Assistant Deputy Educational Inspector, Khandesh.
- 16th February 1876.—Mr. Narayan Ramchandra Kalé is appointed substantive *pro tem.* Fourth Assistant Master, Kolhapur High School, in place of Mr. Damlé.
- 16th February 1876.—Mr. G. P. Gadré, F.A., is appointed substantive *pro tem.* Fifth Assistant Master in the Kolhapur High School, *vice* Mr. Kalé, promoted.
- 18th February 1876.—Mr. Anulakhrai Hardevram Desai, Fourth Assistant Master, Broach High School, is appointed substantive *pro tem.* Third Assistant Master in the same school, *vice* Mr. G. V. Pathak, on leave.
- 18th February 1876.—Mr. Vishnupant Ramchandra Lalit, Persian Teacher, Broach High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same school, *vice* Mr. Desai, promoted.
- 18th February 1876.—Mr. Darasha D. Gandi is appointed substantive *pro tem.* Persian Teacher in the Broach High School, *vice* Mr. Lalit, promoted.
- 19th February 1876.—Six months' leave without pay is granted to Mr. Prabhakar Gangadhar Bhidé, Head Vernacular Teacher in the Poona Civil Engineering College.
- 19th February 1876.—Mr. H. M. Page is appointed substantive *pro tem.* Head Vernacular Teacher during Mr. Bhidé's absence on leave.
- 19th February 1876.—Mr. K. V. Patvardhan, B.A., is appointed First Assistant Master, Tanna English School, from the 1st of March 1876.
- 21st February 1876.—Mr. Ramchandra Jaganath Godbolé is appointed Fourteenth Assistant Master, Poona High School, from the 1st of March 1876.
- 21st February 1876.—Mr. Atmaram G. Patwardhan is appointed Fifteenth Assistant Master, Poona High School, from the 1st of March 1876.
- 21st February 1876.—Mr. Dhondeo B. Sahasrabudhé is appointed Sixteenth Assistant Master, Poona High School, from the 1st of March 1876.

- 22nd February 1876.—Mr. Krishnaji Keshava Sathé, First Assistant Master in the Poona City School, is appointed Second Assistant Master, Tanna English School, from the 1st of March next, and Acting Eighth Assistant Master, Poona High School, during the absence of Mr. B. H. Datar.
- 25th February 1876.—Mr. Rango Balkrishna Atré, F.A., is appointed substantive *pro tem*. Twelfth Assistant Master, Poona High School, *vice* Mr. Paranjpe, transferred to the Judicial Department.
- 25th February 1876.—Mr. Paul Ganesh, Third Assistant, Karwar English School, is appointed Ninth Assistant (Marathi side), Elphinstone High School.
- 25th February 1876.—Mr. Ibrahim Mahomed Sayani, B.A., is appointed substantive *pro tem*. First Assistant Master, Ahmedabad High School, *vice* Mr. A. S. Desai, transferred to the Baroda State.
- 28th February 1876.—One month and eight days' leave (out of the seven months and fifteen days) granted to Mr. Kashikar, Eighth Assistant Master, Ratnagiri High School, is cancelled.
- 28th February 1876.—Mr. Mahadeo Trimbak Chiplunkar is appointed a Fellow in the Poona Civil Engineering College while Mr. Page acts for Mr. Bhidé.
- 29th February 1876.—Thirteen days' leave without pay is granted to Mr. Vishnu S. Malekar, Drawing and Writing Master, Poona High School, from the 28th February 1876.
- 29th February 1876.—Two months' sick leave is granted to Mrs. Costalo, Head Mistress, Female Normal School, Haidarabad.
- 29th February 1876.—Mr. Hari Narayan Thakar, First Assistant Master, is appointed Third Assistant Master in the Tanna English School.
- 29th February 1876.—Mr. Narhar Sadashiv Mahajan, Fourth Assistant Master, Tanna English School, is appointed Fifth Assistant Master in the same school, from the 1st of March 1876.
- 29th February 1876.—Mr. Vishnu Sakhararam Joshi, Fifth Assistant Master, Tanna English School, is appointed First Assistant, Wai Vernacular School No. 1, from the 1st of March 1876.
- 2nd March 1876.—An extension of half a month's leave is granted to Mr. Krishnaji Laxuman Datar, Head Master, First Grade Anglo-Vernacular School, Dhulia.
- 2nd March 1876.—Mr. Gomes is appointed Pupil Teacher in the Sir J. J. School of Art, *vice* Mr. Laxuman Ramji, resigned.
- 3rd March 1876.—Six weeks' sick leave is granted to Mr. Datto N. Joshi, Sixth Assistant Master (Marathi side), Elphinstone High School.

- 3rd March 1876.—Mr. Ramchandra Bhikaji Gunjkar, Seventh Assistant Master, Elphinstone High School, is appointed Acting Sixth Assistant Master in the same school, *vice* Mr. Joshi, on leave.
- 3rd March 1876.—Mr. Ganpatrao Mahadeorao Dhairyawan, Eighth Assistant Master, Elphinstone High School, is appointed Acting Seventh Assistant Master in the same school, *vice* Mr. Gunjkar, promoted.
- 3rd March 1876.—Mr. Kashinath Bapu Pathak, F.E.A., is appointed Acting Eighth Assistant Master in the Elphinstone High School, *vice* Mr. Dhairyawan, promoted.
- 4th March 1876.—Two months' leave on private affairs is granted to Mr. Harilal K. Desai, Third Assistant Master, Rajkot High School.
- 4th March 1876.—Mr. Odhavji G. Kankotia is confirmed in his appointment as Fourth Assistant Master, Kattyawar High School.
- 4th March 1876.—Mr. G. M. Sathé, First Assistant Master, Dhulia High School, is appointed Acting Head Master, Tanna English School, during the absence of Mr. Sabdé, transferred to Ahmednagar, or until further orders.
- 7th March 1876.—Mr. Narayan Hari Deodhar is appointed Acting Fourth Assistant Master, Satara High School, *vice* Mr. R. G. Bagal, resigned.
- 7th March 1876.—Mr. Motilal Valabhbhai is appointed substantive *pro tem*. Third Assistant Master, Nariad High School, during the absence of Mr. P. B. Saraiya.
- 8th March 1876.—An extension of six days' leave without pay is granted to Mr. Vishnu Appaji Dabké, Seventh Assistant Master in the Ratnagiri High School.
- 13th March 1876.—Mr. A. R. Atré is appointed to act as First Assistant Master in the Tanna English School from the 1st proximo.
- 14th March 1876.—Mr. Tribhuvandas Lakshumandas Dalal is appointed Junior Dakshina Fellow in the Elphinstone College from the 1st March 1876.
- 15th March 1876.—One month and six days' leave on private affairs (out of two months) granted to Mr. Harilal K. Desai, Third Assistant Master in the Kattyawar High School, is cancelled.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

17th March 1876.

THE Bombay Educational Record.

No. 5.]

MAY 1, 1876.

[Vol. XII.]

THE MONTH.

 We include in this number the "second annual issue" of our list of Graded Educational Officers for the whole of India. This list is fuller of information than that of last year, and as it is issued on this occasion with the assistance and sanction of the various Directors of Public Instruction in India we may hope that it will be found accurate. We propose to publish the list also in separate pamphlet form, and we may mention that the Superintendent of the Education Society's Press, Byculla, will forward a copy to any address, post free, on receipt of five annas.

At the F. E. A. Examination just concluded there were 176 applicants, out of whom 155 were actually examined, and 29 passed. The following table gives six years' retrospect of the results of this examination:—

	1871	1872	1873	1874	1875	1876
Elphinstone College ...	14	12	23	42	44	20
Deccan College	13	12	19	21	17	7
St. Xavier's	3	0	4	7	4	2
Free Gen. As. Inst. ...	2	0	2	4	4	0
	—	—	—	—	—	—
	32	24	48	74	69	29

The result of this year's examination, as will be seen, is unfavourable. It is a mistake, however, to suppose that any one paper or subject is responsible for this. Nearly every plucked candidate failed in more than one subject, whilst the number of those who failed in two, three, and even more subjects was unusually high.

THE first Hughlings Prize, for the highest proficiency in English, was awarded to Mr. Dayaram G. Shanani, of Elphinstone College. This young man passed a brilliant examination, obtaining the highest marks both in English and Mathematics, and scoring a total far above all others.

THE *Lancet*, the organ of the medical profession, thus pronounces against flogging in schools:—"We have always expressed our strong dislike to the practice of inflicting corporal punishment, as acting injuriously, both morally and physically. Punishment of this kind inflicted for 'idleness, 'obstinacy,' or by whatever term masters choose to designate a boy's incapacity or unwillingness to perform his daily task, ought to be entirely prohibited. In many cases this idleness or obstinacy is the result of the master's ignorance, or of the boy's inaptitude, or the natural bent of his mind; the 'dull and idle boy,' who has had Latin and Greek flogged into him at school, has frequently distinguished himself later in life in some other branch of learning when once put to congenial tasks. Even when the unwillingness to learn is the result of obstinacy, surely flogging is not the remedy for such a case. Modern experience in the treatment of the insane shows us that the most sulky and refractory patient will yield at last to kind and judicious management, without recourse to terrorism and violence. Nor ought flogging to be inflicted for breaches of discipline; these in the majority of cases are usually the result of high spirits, and rarely the outcome of really vicious natures. Besides, we do not believe that vice can be flogged out of a boy, any more than it can out of a horse or any other animal to which it is generally applied as a corrective. If a boy is really and determinately vicious, he ought to be removed from school, as, in spite of all punishment that has ever been devised, nothing will check his evil influence over his companions. A vicious boy is, however, we are thankful to say, a somewhat rare occurrence; and when we do meet with such a case we find it usually allied to disease, and it inclines us rather to pity than to anger. Such boys ought to be placed under special care and training; they are as dangerous in a large general school as a madman would be if allowed to go unrestrained."

THE Educational estimates for the public contribution to school education in England for the current year have been issued. They

show a considerable increase in the expenses of the Education Department—amounting altogether to £158,492. With respect to the grants-in-aid paid to schools some valuable information is given in the return. Under the Revised Code, the grant per day scholar rose from 8s. 1d. in 1863 to 9s. 9½d. in 1870. In 1871, when payments were made partly under the Revised Code and partly under the New Code, the average per scholar in day schools was 10s. 1½d. In the following year it amounted to 11s. 9½d., in 1873 to 12s. 2½d., in 1874 to 12s. 3½d., and in 1875 to 12s. 7d. For the ensuing financial year the amount of aid per head is estimated at 13s. 8d., being 5s. 7d. in excess of what was found sufficient in 1863. In the same way, the public cost of pupils in evening schools has risen from 5s. 9½d. per head to 7s. 10d. during the same period. The number of scholars for 1876-77 is estimated at 2,971,997 in day schools, and 51,964 in evening schools, against 2,004,070 and 52,897 respectively during last year. Partly in consequence of the greater number, and partly from the large payments per head, the total for grants-in-aid has risen from £1,269,239 to £1,436,215, being an increase of £166,976 in one year. This alone, it will be observed, more than equals the total increase in the estimate for public education, which would have been considerably larger had it not been for a reduction of £24,000 under the head of “building and furnishing premises.” In the aggregate, the estimate amounts to £1,707,055, against £1,548,563 last year.

SPEAKING recently at the opening of a new Board school at Brighton, Sir Charles Read, the Chairman of the London School Board, said it was only by high moral training, based on religious principles, that the torrent of crime in the country could be stemmed, and pauperism decreased. In 1869 there was school accommodation for 1¼ million of children, leaving a deficiency of 1¼ million. Now one million of that deficiency had been overcome by the work of voluntary bodies side by side with School Boards.

THE Statistical Department of the Board of Trade has issued a return which shows that the rate levied for education by the London School Board during the year 1874 amounted to £105,951.

COUNT MOLTKE, the great German general, has given 14,000 marks (about Rs. 80,000) for a new schoolhouse to be built on his estate. He, moreover, gives half that amount to fit the establishment out.

"THE outside school-work of the pupils" ("Home-work," as we call it in Bombay), says a writer in the *New England Journal of Education*, "has been a subject of lively discussion in Prussia; not only educational organs, but even leading political papers, such as the *Vossische Zeitung*, have interested themselves earnestly in the discussion. So much complaint was made by parents of the injury, physical and mental, suffered by the children through the too great amount of home preparation required for their lessons, that the Minister of Public Instruction thought it necessary to address a circular on the subject to the Education Council of each province of Prussia. It is said that this measure has met with the hearty approval and gratitude of the *parents* in Prussia; but that the *teachers*, even while admitting the necessity and wisdom of some control in this respect, have in general experienced a feeling of insecurity in the rights of their position, and of doubt as to whether *they* ought not to be considered the proper persons to decide such matters, rather than the parents of their pupils." We also read that Dr. Lowenstein recently read a paper before the Berlin Medico-Educational Association on the evil effects of home-tasks inflicted upon the boys of middle-class schools. This over-training the essayist condemned as "injurious to the pupil's health, both mentally and physically."

LIST OF GRADED OFFICERS IN THE EDUCATIONAL
DEPARTMENT OF H. M. CIVIL SERVICE IN INDIA
FOR THE YEAR 1876.

The compiler has to thank the Directors of Public Instruction for their ready assent to his request that this list might have the benefit of their correction. Blank forms have been sent to each Director of Public Instruction in India, and (with the exception of the Panjab, which has not come to hand) have been returned filled in and duly signed. The list this year, therefore, has had the advantage of being revised by the highest authorities. The title-page in the pamphlet form has been so worded as to express this, which it is hoped may give additional value to the list. The returns were not all sent in until April, and hence the delay in the publication. The return from Bengal was corrected by the Director of Public Instruction up to March 7. Separate columns show the date of each officer's admission to the graded service, and of his promotion to his present grade; this information was not given last year, but it was suggested as likely to be useful. Any suggestions for the further improvement of the

list which may be sent to the compiler will be welcome, and shall receive careful consideration.

Bombay, April 17th, 1876.

The Educational Service in India is organized upon the following system :—

Five Directors of Public Instruction—one for each of the Presidencies of Bengal, Madras, and Bombay, and one each for the North-West Provinces and the Panjab, and Graded Officers as follows :—

	Bengal.	Madras.	Bombay.	Others.	Total.
Officers of Grade I.	2	2	2	3	9
" " II.	6	3	3	7	19
" " III.	12	5	5	9	31
" " IV.	17	6	6	8	37
	—	—	—	—	—
	37	16	16	27	96
	—	—	—	—	—

Directors of Public Instruction under the minor Administrations are included in Grades I. and II. Discrepancies between this abstract and the list are caused by vacancies not filled up at the date of making the return.

The Pay and Furlough to which these officers are entitled may be shortly stated thus :—

Pay.—The first three Directors draw Rs. 2,000 per mensem rising to Rs. 2,500 in ten years: the other two 2,000 rising to 2,250, and 1,500 rising to 2,000, respectively.

Officers in Grade I. Rs. 1,250 rising to Rs. 1,500 in three years.

 " " " II. " 1,000 rising to " 1,250 in three years.

 " " " III. " 750 rising to " 1,000 in four years.

 " " " IV. " 500 rising to " 750 in five years.

Travelling Officers, *i.e.* Directors and Inspectors, draw travelling allowances in addition to their pay.

Furlough.—The same rules as those for Covenanted Officers in the Revenue and Judicial branches of the Civil Service, with a maximum absentee allowance of £800 per annum.

(*Note.*—It has been thought proper to mention only University Honours of the highest class, *e.g.*, First Classes in Final Schools or Triposes, Senior Moderatorships, and the like.)

Name.	Degree and University.	Substantive Appointment.
DIRECTORS OF		
<i>Ranking with Civilians of 20 years'</i>		
H. Woodrow	M.A., Camb.	D. P. I., Bengal
Col. R. M. Macdonald .....	.....	D. P. I., Madras
K. M. Chatfield	B.A., Oxford	D. P. I., Bombay
M. Kempson	M.A., Camb.	D. P. I., N. W. Provinces ..
Major W. R. M. Holroyd .....	.....	D. P. I., Panjab
OFFICERS IN		
<i>Ranking with Civilians of 12 years'</i>		
J. Sutcliffe	M.A., Camb.	Principal, Presidency College
E. Thwaytes	M.A., Camb.	Principal, Hoogli College ...
E. Thompson	M.A., Camb.	Principal, Presidency College
J. T. Fowler .....	.....	Inspector of Schools
Lt.-Col. T. Waddington .....	.....	Educational Inspector, Central Division.
W. Wordsworth	B.A., Oxford	Principal, Elphinstone College
R. Griffith	M.A., Oxford	Principal, Benares College ...
C. A. R. Browning	M.A., Camb.	Inspector-General of Educa- tion.
Nārāyan Bhāi Dāndekar .....	.....	Director of Public Instruction
OFFICERS IN		
<i>Ranking with Civilians of 12 years'</i>		
H. F. Blandford	School of Mines...	Professor, Presidency College
C. B. Clarke	M.A., Camb.	Inspector of Schools, N. Circle
C. H. Tawney	M.A., Camb.	Professor, Presidency College
J. A. Hopkins, B.L., C.S. ....	.....	Inspector of Schools
A. W. Croft	M.A., Oxford	Inspector of Schools, Behar ...
H. Fortey	M.A., Camb.	Inspector of Schools
E. G. Caldwell .....	.....	Do.
W. A. Porter	M.A., Camb.	Principal, Provincial College, Coimbatore.

Date of first Appointment.		Government under which serving.	Remarks.
To Graded Service.	To Present Grade.		
PUBLIC INSTRUCTION.			
<i>standing and Colonels.</i>			
10th March 1854.	15th Jan. 1876	Bengal	Formerly Fellow, Caius Coll., Camb. Wrangler.
Feb. 1856	27th March 1875.	Madras	Inspector of Sch., Feb. 1856.
29th March 1866.	6th Nov. 1874	Bombay	First Class, Final Classical School, 1864.
.....	.....	N. W. P.	
.....	.....	Panjab.	
GRADE I.			
<i>standing and Lieut.-Colonels.</i>			
20th Aug. 1852	7th Feb. 1855	Bengal	Wrangler, 1847.
.....	15th Jan. 1876	"	
19th Oct. 1862	April 1871	Madras	Head Master, Provincial School, Calicut, 25th April 1856.
26th Jan. 1859	1st April 1872	"	Principal, Madras Normal School, 2nd Dec. 1855.
25th Feb. 1863	1st March 1870	Bombay	
9th July 1861	6th Nov. 1874	"	First Class, Final School of Law and Mod. Hist. 1859.
1853	1st April 1873	N. W. P.	Officiating D. P. I.
July 1862	Oct. 1873	C. P. I.	Wrangler; D. P. I. in Oudh, July 1870.
14th Nov. 1875	14th Nov. 1875	H. A. D.	Draws a fixed salary of Rs. 1,000.
GRADE II.			
<i>standing and Lieut.-Colonels.</i>			
.....	11th Jan. 1866	Bengal	Under Government of India
Dec. 1865	3rd Nov. 1866	"	Formerly Fellow, Queen's Coll., Camb.; Wrangler.
23rd Nov. 1864	2nd June 1871	"	Formerly Fellow, Trin. Coll., Camb. Bracketed Senior Classic, 1860.
11th Dec. 1872	11th Dec. 1872	"	
25th Jan. 1866	25th Jan. 1875	"	
Dec. 1857	April 1871	Madras	Wrangler. Head Master, Provincial School, Combaconum, Sept. 1854.
29th Oct. 1857	7th Jan. 1874	"	Head Master, Provincial School, Combaconum, Jan. 1856.
15th April 1867	April 1875	"	3rd Wrangler. Do. May 1866.

Name.	Degree and University.	Substantive Appointment.
J. G. Bühler	Ph.D., Göttingen	Educational Inspector, N.D....
T. Cooke	M.A., LL.D., Dublin.	Principal, Civil Engineering College, Poona.
R. G. Orenham	M.A., Oxford	Principal, Deccan College, Poona.
E. T. Constable	M.A., Camb.	Inspector, 1st Circle
R. A. Lloyd	B.A., Camb.	Ditto 2nd Circle.....
A. S. Harrison	B.A., Camb.	Principal, Muir Central College.
C. W. W. Alexander	B.A., Camb.	Inspector of Schools
C. Pearson	M.A., Camb.	Inspector of Schools
J. C. Nesfield	M.A., Oxford	Director of Public Instruction.
F. Hordern	B.A., Oxford	Director of Public Instruction.

OFFICERS IN

Ranking with Civilians of 8 years'

R. Hand .....	.....	Professor, Presidency College
J. W. McCrindle	M.A., Edin.	Principal, Patna College
G. Bellett	M.A., Oxford	Principal, Berhampore College
A. Pedler.....	School of Mines...	Professor of Chemistry, Presidency College
G. Watts	M.D., Aberdeen ..	Professor, Hoogly College.....
Bhadev Mukerji .....	.....	Inspector of Schools, W. Circle.
W. Robson	M.D., Edin.....	Professor, Presidency College.
E. Lethbridge.....	M.A., Oxford	Professor, Krishnagar College.
H. Blochman	M.A., Munich	Principal, Calcutta Madrasah.
A. Ewbank	M.A., Camb.	Professor, Patna College
A. W. Garrett.....	M.A., Oxford	Principal, Dacca College
John Elliott	B.A., Camb.	Professor, Presidency College
T. Marden	B.A., Camb.	Inspector of Schools
L. Garthwaite.....	.....	Ditto
W. A. Russell	M.A., Oxford	Educational Inspector, S.D....
Kero L. Chatter .....	.....	Professor of Mathematics, Deccan College
F. Kielhorn	Ph.D., Leipzig	Professor of Oriental Languages, Deccan College
W. Draper	M.A., Aberdeen	Educational Inspector, N.E.D.
S. Cooke	M.A., L.C.E., Dublin.	Professor of Chemistry and Geology, Poona C.E. College.

Date of first Appointment.		Government under which serving.	Remarks.
To Graded Service.	To Present Grade.		
10th Feb. 1863 ...	15th May 1872 ...	Bombay	Senior Moderator, Experi- mental and Natural Sci- ence, 1859.
5th June 1865 ...	5th June 1865 ...	"	
9th Sept. 1863 ...	6th Nov. 1874 ...	"	
1862 ...	1870 ...	N. W. P.	Officiating Principal, Ba- reilly College. Wrangler.
1864 ...	1870 ...	"	
1867 ...	1st July 1872	"	
.....		Panjab	"
22nd Jan. 1867 ...	12th Jan. 1874 ...	Oudh	
1st March 1862 ...	16th Dec. 1867 ...	British Bur- mah	
GRADE III.			
<i>standing and Majors.</i>			
.....	1st July 1865	Bengal	"
22nd Jan. 1867 ...	31st Jan. 1867 ...	"	
Oct. 1860 ...	28th Oct. 1868 ...	"	
27th May 1873 ...	27th May 1873 ...	"	Officiating Principal.
13th Nov. 1873 ...	13th Nov. 1873 ..	"	
.....	4th Jan. 1875	"	
17th Dec. 1867 ...	2nd Feb. 1875	"	Officiating Principal, Dacca College.
27th Oct. 1868 ...	2nd Feb. 1875 ...	"	
1st July 1865	20th Apr. 1875 ...	"	
Feb. 1868	Oct. 1875	"	Officiating Inspector of Schools, Presidency Circle.
9th Dec. 1868	15th Jan. 1876 ...	"	
1st March 1876 ...	1st March 1876 ...	"	
21st Nov. 1862 ...	21st Nov. 1862 ...	Madras	Head Master, Provincial School, Combaconm, Nov. 1857. Head Master, Zilla School, Cuddalore, April 1857. Deputy Inspector of Schools, April 1859.
April 1869 ...	7th Jan. 1874	"	
19th Nov. 1860 ...	1st March 1870 ...	Bombay	
1st Jan. 1865	1st March 1870 ...	"	"
27th Feb. 1866 ...	11th June 1872 ...	"	
1st Nov. 1854	3rd April 1874 ...	"	
27th Dec. 1868 ...	31st July 1875 ...	"	"
.....		"	
.....		"	

Name.	Degree and University.	Substantive Appointment.
K. Deighton	B.A., Camb.	Principal, Agra College
Raja Siva Prasad, C.S.I. ....	.....	Inspector of Schools, 3rd Circle
W. H. Wright	B.A., Camb.	Principal, Bareilly College
A. Gough	B.A., Oxford	Professor, Muir Central College.
C. R. Cooke	B.A., Camb.	Principal, Delhi College
J. Sime	B.A., Camb.	Inspector of Schools
H. B. Jacob, Capt., B.S.C. ....	.....	Inspector of Schools
E. Canduff .....	.....	Inspector of Schools, N. C.
A. Thompson .....	.....	Inspector of Schools

OFFICERS IN

Ranking with Civilians of 4 years'

J. K. Rogers .....	.....	Professor, Patna College
R. Parry .....	.....	Professor, Presidency College.
S. F. Downing	B.A., Dublin	Professor, Civil Engineering Dept., Presidency College
W. Griffiths	M.A., Camb.	Ditto ditto
F. J. Rowe	M.A., Camb.	Professor, Hoogly College
J. Wilson	M.A., Dublin	Professor, Patna College
Prassanna Kumar Sarbadhikari. ....	.....	Principal, Sanskrit College
E. D. Archibald	B.A., Oxford	Professor, Dacca College
A. M. Nash	B.A., Oxford	Professor, Presidency College.
W. T. Webb	B.A., Camb.	Professor, Dacca College
J. S. Slater .....	.....	Professor, Civil Engineering Department, Presidency College.
Unesh Datta .....	.....	Professor, Krishnagar College.
A. C. Jackson	B.A., Oxford	Professor, Presidency College.
W. R. Kershaw	B.A., Dublin	Inspector of Schools
F. S. Evans	M.A., Oxford	Professor of Mathematics, Presidency College.
D. Duncan	M.A., Edinburgh.	Professor of Logic and Moral Phil., Presidency College.
G. Oppert	Ph.D., Halle	Professor of Sanskrit, Presidency College.
W. H. Wilson	Ph.D., Heidelberg, F.R.S., F.G.S.	Professor of Physical Science, Presidency College.
J. Bradshaw	M.A., Dublin	Professor of History, Presidency College.

Date of first Appointment.		Government under which serving.	Remarks.
To Graded Service.	To Present Grade.		
1862 ... 1st April 1868	...	N. W. P.	
1856 ... 13th Dec. 1870	...	"	
1867 ... 1st July 1872	.....	"	..... Officiating Inspector, 1st Circle.
1868 ...	1874	"	
.....	.....	Panjab	
.....		"	
26th June 1869 ...	April 1871 ...	C. P. I.	
4th Oct. 1872	4th Oct. 1872	"	
13th July 1866 ...	1st April 1870 ...	Oudh	
GRADE IV.			
<i>standing and Captains.</i>			
23rd July 1862 ...	23rd July 1862 ...	Bengal	
6th March 1868	6th March 1868 ...	"	
15th Sept. 1869 ...	15th Sept. 1869 ...	"	
20th Jan. 1870 ...	20th Jan. 1870 ...	"	 Wrangler.
15th June 1870 ...	15th June 1870 ...	"	
13th March 1873	13th March 1873	"	
18th March 1874	18th March 1874	"	
6th April 1875 ...	6th April 1875 ...	"	
6th April 1875 ...	6th April 1875 ...	"	 First Class in Final School of Mathematics and Physics.
6th April 1875 ...	6th April 1875 ...	"	
22nd Nov. 1875 ...	22nd Nov. 1875 ...	"	
23rd Nov. 1875 ...	23rd Nov. 1875 ...	"	
23rd Feb. 1876 ...	23rd Feb. 1876 ...	"	
7th Jan. 1874	7th Jan. 1874	Madras	 Head Master, Provincial School, Bellary, 2nd Dec. 1855.
7th Feb. 1863	7th Feb. 1863	"	 First Class, Final School of Mathematics, 1862.
20th May 1870 ...	20th May 1870 ...	"	 First Class, Philosophy, 1866-67.
14th Nov. 1872 ...	14th Nov. 1872 ...	"	
4th Feb. 1875	4th Feb. 1875	"	
1st April 1875	1st April 1875	"	 Senior Moderator, History and English Literature, 1867; Head Master, Provincial School, Mangalore, and Acting Inspector of Schools, 31st Dec. 1870.

Name.	Degree and University.	Substantive Appointment.
J. T. Hathornthwaite	M.A., Camb.	Professor of Mathematics, Elphinstone College.
P. Peterson	M.A., Edinburgh .	Professor of Oriental Languages, Elphinstone College.
E. Giles	B.A., Oxford	Professor of History, Elphinstone College.
T. B. Kirkham	University College, London.	Professor of English Literature, Elphinstone College.
J. Scorgie .....	.....	Professor of Mechanics and Applied Science, Poona C.E. College.
R. Shute	B.A., Oxford	Professor of Logic and Moral Phil., Deccan College.
G. A. Stack .....	.....	Professor, Bareilly College.
W. A. Boutflower	B.A., Camb.	Professor, Muir Central College.
J. Elliott	B.A., Camb.	Do.
J. Kibble	M.A., Oxford	Professor, Benares College ...
C. Dodd .....	.....	Professor, Agra College
G. Thibaut	Ph.D., Heidelberg.	Anglo-Sanskrit Professor, Benares College.
J. Dearden	B.A., Camb.	Inspector of Schools, E. Circle
G. Thompson	B.A., Queen's University, Dublin ...	President, High School, Jubulpoor.
Munshi Durga Prasad .....	.....	Inspector of Schools, W. Circle

Date of first Appointment.		Government under which serving.	Remarks.
To Graded Service.	To Present Grade.		
4th Oct. 1872	4th Oct. 1872	Bombay	Wrangler.
2nd Jan. 1873	2nd Jan. 1873	"	First Class, Classics, Edinburgh, 1866-67.
14th May 1873	14th May 1873	"	First Class, Final School of History, 1872.
10th Nov. 1873	10th Nov. 1873	"	Appointed to Service by Sec. of State 21st June 1862. Principal, Elphinstone High School, 20th Nov. 1866.
6th Feb. 1875	6th Feb. 1875	"	
20th June 1875	20th June 1875	"	First Class, Final Classical School, 1872.
1st March 1868	1st March 1868	N. W. F.	
1st April 1870	1st April 1870	"	Wrangler. Officiating Inspector.
1st July 1870	1st July 1870	"	Wrangler.
1st July 1870	1st July 1870	"	
1874 .....	.....	" .....	Officiating Professor, Benares College.
1874 .....	.....	" .....	
Sept. 1870	Sept. 1870	C. P. I.	
1st April 1870	1st April 1870	"	This appointment is peculiar, as the pay is fixed instead of progressive. Officiating Inspector.
1st April 1870	1st April 1870	Oudh	

DEPARTMENTAL NOTICES.

Badges for Government Peons.

NOTIFICATION.

The subjoined Government Resolution, No. 346, dated 27th March 1876, with accompaniment, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

1st April 1876.

No. 346.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 27th March 1876.

Resolution of Government in the Financial Department, No. 1266, dated 16th March 1876—Forwarding copies of papers, and stating that the previous orders regarding badges for Government peons are cancelled, and that only the ordinary badges hitherto used can be allowed.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction.

(Signed) C. GONNE,

Secretary to Government.

To the DIRECTOR OF PUBLIC INSTRUCTION (with copy of the above Resolution).

No. 1266.

EXTRACT from the Proceedings of the Government of Bombay in the Financial Department, dated 16th March 1876.

READ the following papers :—

Letter from the Under-Secretary to the Government of India, Financial Department, to the Chief Secretary to the Government of Bombay, No. 1068, dated 25th February 1876.

It appears from the proceedings of the Government of Bombay in the Financial Department for November 1875, No. 3704-2458, that the Government of Bombay has sanctioned a charge of Rs. 17-13-9 incurred by the Joint Judge and Sessions Judge of Násik for a silver badge for the Havildar of his Court, and has authorized the Accountant General, Bombay, to admit small charges for silver badges in future on the authority of Sessions Judges without reference to Government.

2. With reference to these proceedings, I am directed to forward

Letter to the Government of Madras, No. 1270 (Financial), dated 27th February 1875.

Financial Proceedings (Expenditure—Administration) for July 1875, No. 1.

Despatch from Her Majesty's Secretary of State for India, No. 41 (Judicial), dated 23rd September 1875.

copy of the correspondence noted in the margin, and to request that you will be good enough to move His Excellency the Governor of Bombay in Council to reconsider his orders with

reference to the Judicial Despatch from Her Majesty's Secretary of State for India, No. 41, dated 23rd September 1875, which forms an enclosure of this letter.

Letter from the Secretary to the Government of India, Financial Department, to the Chief Secretary to the Government of Madras, No. 1270, dated 27th February 1875.

With reference to the Despatch from the Government of Madras to Her Majesty's Secretary of State for India, No. 1 (Judicial), dated 5th January 1875, I am directed to observe that, according to the estimate therein given, the cost of making up silver and brass badges for Government peons will amount to £1,685 in the Revenue Department of the Madras Presidency alone, and badges for the Judicial and other Departments of the Government Service will probably cost as much, if not a good deal more.

2. The object in view does not appear to the Governor General in Council to justify this very considerable expenditure. Silver badges especially are unusual, and seem to the Governor General in Council unnecessary.

3. I am accordingly to request that you will be good enough to move His Excellency the Governor of Madras in Council to reconsider the measure, the expense of which appears out of proportion to the advantages expected from it.

4. A copy of this letter will be communicated to the Secretary of State for India in Council.

Letter from A. P. Howell, Esq., Officiating Secretary to the Government of India, Home Department, to the Chief Secretary to the Government of Fort St. George, No. 1114, dated 3rd July 1875.

I am directed to acknowledge your letter No. 1070, dated 3rd May last, requesting a re-consideration of the opinion expressed in Financial Department No. 1270 dated 27th February, on the subject of the proposed expenditure on badges for Government peons in the Madras Presidency.

2. It is now explained that it is not badges which are wanted, but the Royal Arms in German silver or brass, to be attached to the existing badges, and that the cost of the measure will not be so great as was at first estimated. It is also shown that the Royal Arms in silver will only be given to those peons of a superior class who are already in possession of silver badges.

3. In reply, I am to say that the Government of India adhere to their opinion that the proposed expenditure is unnecessary. The people who are most likely to be imposed upon by designing persons would be the most ignorant classes, who would hardly be protected by noticing the absence of the Royal Arms from the badges. Nor is it shown that the offences against Section 171 of the Penal Code are so numerous as to warrant any arrangement of the kind. Moreover, if the same proposal were adopted in other provinces, the expense would be considerable.

4. As this matter has already been referred to England, a copy of the correspondence will be forwarded to Her Majesty's Secretary of State for India in Council.

Despatch from Her Majesty's Principal Secretary of State for India, to His Excellency the Right Honourable the Governor General of India in Council, No. 41, dated 23rd September 1875.

The despatch of your Excellency in Council in the Public Department, dated 26th July (No. 41) 1875, forwarding some further correspondence which has taken place with the Government of Madras on the subject of badges with the Royal Arms in German silver embossed on them, to be used by Government peons in that Presidency, has been considered by me in Council.

2. I concur with your Excellency in Council in thinking that the proposed expenditure is unnecessary.

RESOLUTION.—The previous orders are cancelled, and only the ordinary badges hitherto used can be allowed.

Ordered that copies of the above be forwarded to—

The ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT.

E. W. RAVESCROFT,

Acting Chief Secretary to Government.

Stock Books to be kept by every Civil Officer.

NOTIFICATION.

The subjoined Government Resolution, No. 1323, dated 20th March 1876, Financial Department, with accompaniment, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

8th April 1876.

No. 1323.

Stores.

FINANCIAL DEPARTMENT.

Bombay Castle, 20th March 1876.

Read the following Resolution of the Government of India, No. 4033, dated 14th October 1875:—

Read again—

Financial Resolution No. 5391 dated 11th September 1874, directing the discontinuance of the half-yearly returns of Ordnance Stores rendered to the Ordnance Examiner by the Civil Department in the Bengal Presidency.

Read also—

An Office Memorandum from the Military Department, No. 100 (*Accounts*/*Ordnance*), dated 15th April 1875, forwarding copy of a letter from the Controller of Military Accounts, and inquiring whether the receipts and issues of Ordnance Stores in the Civil Department are audited under departmental arrangements.

OBSERVATIONS.—The Governor General in Council observes that it is desirable that provision be made for the audit in the Civil Department of valuable Ordnance and other stores and moveable property in the custody of Civil Officers. For this purpose, His Excellency in Council desires that an inventory should be submitted to the Accountant General of all stores in the custody of Civil Officers, excepting fixtures, ordinary office furniture, such as benches, tables, chairs, racks, almirahs, wooden and tin boxes, and books and articles of petty value. Every increase or decrease of any kind of stock other than those specified above should be reported yearly to the Accountant General, as well as recorded in the inventory to be kept by the Civil Officer among the records of his office. And every fifth year a new inventory, with full details, should be prepared and submitted to the Accountant General. The form of the inventory, and the procedure to be followed by the Civil Officers in its preparation, and by the Account Department in its audit, will be prescribed by the Comptroller General.

It will be understood that this Resolution does not apply to Stamps, Opium, or other stores supplied for sale in regard to which there may be independent arrangements for audit, or to stores supplied for consumption, such as Stationery.

Read the following letter from the Accountant General, No. c. n. 16953, dated 8th March 1876.

With reference to Mr. Acting Under-Secretary Mackenzie's memorandum in the Financial Department No. 956 dated the 26th ultimo, I have the honour to forward a printed copy of the Comptroller General's Resolution.

troller General's Circular* No. 231 dated 15th idem, containing the form of inventory and the procedure to be followed by Civil Officers in its preparation, referred to in the Resolution of the Government of India in the Financial Department, No. 4033, dated 14th October last, and to request that Government will be pleased to issue instructions to all Civil Officers in charge of valuable Ordnance and other stores to forward punctually to this Department the annual and quinquennial returns referred to, to enable it to exercise audit and check over the stores in question, as directed in the Government of India Resolution above alluded to.

RESOLUTION.—Copies of the Government of India's Resolution No. 4033, dated 14th October last, and of the Accountant General's letter No. C.B.-16953, dated 8th instant, with accompaniment, to be forwarded for the information and guidance of all Heads of Offices under the several Civil Departments of the Secretariat.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT;
all HEADS of OFFICES under the several CIVIL DEPARTMENTS of
the SECRETARIAT.

STOCK BOOK.

COMPTROLLER GENERAL'S OFFICE;

Calcutta, the 15th February 1876.

CIRCULAR No. 231.

FROM THE COMPTROLLER GENERAL,

TO ALL ACCOUNTANTS GENERAL.

SIR,—I have the honour to forward the instructions necessary to give full effect to the Financial Department Resolution No. 4033 of 14th October last. They should be regarded as an addition to my Circular No. 175 (Contingencies), and are marked as paragraphs 16a, 16b thereof: the first paragraph with the form will be circulated for insertion in my Treasury Circular No. 17.

I have the honour to be,

Sir,

Your most obedient Servant,

E. F. HARRISON,

Comptroller General.

* Printed copy is attached.

16a. A stock book in the following form will be kept by every Civil Officer, showing the Ordnance, European, and other stores and moveable property in his custody, with the exception of ordinary office furniture (such as benches, tables, racks, wooden and tin boxes), books and articles of petty value, stores (such as stationery) supplied for consumption, and stamps, opium, and other stores supplied for sale, for the audit of which there are independent arrangements. A copy of this register, showing the stores in hand on 31st March 1876, under the signature of the head of the office, will be sent to the Accountant General, and each year a memorandum showing every increase and decrease; every fifth year a complete return, signed by the head of the office, and showing the property as it then stands, must be submitted.

(TO BE RULED ON ORDINARY FOOLSCAP.)

<i>Stock Book of the</i>				<i>of</i>				<i>District.</i>	
Date of receipt.	Name of articles, with description.	No. of pieces.	Cost.	Initials.	Date of disposal.	Value realized.	Initials.		

In case of stock on hand at the opening of the original register, it is only necessary to give date of receipt for tents and other articles which are renewed after fixed periods.

Of muskets and similar articles large numbers may be received at one time; a column for number has therefore been provided, and if all are not returned into store at once, the number returned at each time should be noted in the column of date of disposal.

If the value credited by the Ordnance Department for returned stores be not known to the officer who returned them, the column of value realized will be blank in his register, but in the Accountant General's copy the value will be entered from the inwards account current.

In the columns provided for initials, the initials of the head of the office will be set against each entry in the original register; in the copy filed in the Accountant General's Office the entries will be initialled by the clerk responsible for making them, who also should note the number of the voucher and the name of the account from which the item is taken.

16b. These statements will be lodged in a separate file in the Accountant General's Office, and every district auditor and the

account current clerk will be responsible for bringing on to the statement of each office any articles purchased during the year, and for writing off any which may be disposed of, under sufficient authority; the returns so kept up to date will be checked by the annual memoranda, and any discrepancies will be the subject of correspondence. When the complete returns for 31st of March 1881 have been compared and found to agree with the original, the latter may be laid aside; thus the inventory actually in use in the Accountant General's Office for purposes of check will never be more than five years old.

Advices of work done at Government factories, and so of supplies furnished by them, will be received with contingent bills (Circular 175, para. 4), even when there is no charge in an account current. But when an officer in one province purchases, and charges in his contingent bill, articles (such as locks) for the use of another province, the Accountant General who passes the charge should send advice to the Accountant General of the province supplied, in order that the latter may see credit given in these statements. In case of such stores received from England, the Accountant General must bring the details on his register from the invoices received through the Comptroller General, before letting those invoices leave his office.

Date and Number of Letter to be written at top.

NOTIFICATION.

The subjoined Government Circular, No. 1040, dated 29th March 1876, is published for the information and guidance of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
8th April 1876.*

CIRCULAR.

No. 1040 OF 1876.

GENERAL DEPARTMENT.

Bombay Castle, 29th March 1876.

His Excellency the Governor in Council is pleased to direct that the date of issue, like the number, of all official correspondence be invariably entered on the top, instead of at the very end of the com-

munication. The name of the place from which the communication is written should likewise be written at the top.

E. W. RAVESCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL; all OFFICERS under the several DEPARTMENTS of the SECRETARIAT; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR; the MILITARY SECRETARY to HIS EXCELLENCY the GOVERNOR.

Allowances to Officers for time spent beyond the limits of their jurisdiction.

NOTIFICATION.

The subjoined Government Resolution, Educational Department, No. 371, dated 5th April 1876, with accompaniment, is published for the information of Educational Officers, in continuation of this office Notification dated 13th December 1875.*.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
10th April 1876.*

No. 371.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 5th April 1876.

Resolution of Government in the Financial Department, No. 1394, dated 24th March 1876—Forwarding, with reference to Government Resolution No. 3922, dated 29th November 1875, copy of a letter from the Government of India to the Accountant General, Bengal, No. 1205 of 1876, which states that, by the orders contained in the Resolution of the Government of India in the Financial Department, No. 4332-A, dated 30th October 1875, it was intended to allow a Local Government to depute an officer outside its own jurisdiction in case of need, at its discretion.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction, with reference to Government Endorsement No. 1404, dated 8th December 1875.

(Signed) C. GONNE,

Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION (with copy of the above Resolution); the FINANCIAL DEPARTMENT of the SECRETARIAT.

* See number for January last, page 18.—Ed.

No. 1394.

*EXTRACT from the Proceedings of the Government of Bombay
in the Financial Department, dated 24th March 1876.*

READ the following papers :—

Letter from D. Barbour, Esq., Under-Secretary to the Government of India, Financial Department, to the Accountant General, Bengal, No. 1205, dated 29th February 1876.

I am directed to acknowledge the receipt of your letter No. E-484, dated 31st December 1875, on the subject of the sanction given by the Government of Bengal to the payment of salaries and travelling allowances to Messrs. Woodrow and Hankey on their being deputed on public duty beyond the limits of the Lower Provinces in Bengal.

2. In reply I am desired to say that by the orders contained in the Resolution of the Government of India, Financial Department, No. 4332-A, dated 30th October 1875, it was intended to allow a Local Government to depute an officer outside its own jurisdiction in case of need, at its discretion.

Copy of the above letter forwarded to the Home Department for communication to the Government of Bengal, with reference to that Government's letter No. 363-C.S.,* dated 27th January 1876.

* Returned.

No. 65.

Copy forwarded to the Government of Bengal for information, with reference to their letter No. 363-C.S., dated the 27th January last.

Memorandum from the Government of India, Home Department, No. 1-67, dated 17th March 1876.

Copy forwarded to all Local Governments and Administrations (except the Government of Bengal), in continuation of Financial Department Resolution No. 4332 dated the 30th October last.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices, with reference to Government Resolution No. 3922 dated 29th November 1875.

Ordered that copies of the above be forwarded to—

ALL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

E. W. RAVENSBOFT,

Acting Chief Secretary to Government.

Erratum in the Educational Directory for 1875-76.

(SUPERIOR APPOINTMENTS.)

For

No.	Names.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
15	T. B. Kirkham	None.	None.	Marathi and Gujarati.	13 4 10	Professor of English Literature, Elphinstone College.	Rs. a. p. 750 0 0	Rs. a. p. 750 0 0	
<i>Read</i>									
15	T. B. Kirkham	None.	University College, London.	Marathi and Gujarati.	13 4 10	Professor of English Literature, Elphinstone College.	750 0 0	750 0 0	

*Poona, Office of the Director of Public Instruction,
10th April 1876.*

K. M. CHATFIELD,
Director of Public Instruction.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL
DEPARTMENT FROM THE 16TH OF MARCH TO THE 15TH OF
APRIL 1876.

- 16th March 1876.—Mr. Phirozshaw Pestonji Kapadia is appointed Tenth Assistant Master in the Broach High School.
- 17th March 1876.—Mr. Ganpat Sadashivrao is appointed Acting First Assistant Master, Dhulia High School, *vice* Mr. G. M. Sathé, transferred to Tanna.
- 23rd March 1876.—Mr. R. G. Angal, Head Master, Junagadh High School, is allowed additional sick leave from the 11th March to 30th April 1876.
- 29th March 1876.—One month and twenty-three days' sick leave out of three months granted to Mr. Atmashankar Tripurashankar Dave, Seventh Assistant Master, Surat High School, is cancelled.
- 5th April 1876.—Six months' leave on private affairs is granted to Mr. Manidharprasad T. Desai, Head Master, Gopipura Branch School, Surat.
- 5th April 1876.—One day out of the four and a half months' leave on private affairs granted to Mr. B. P. Modak, First Assistant Master, High School, Kolhapur, is cancelled.
- 6th April 1876.—Mr. Chaturbhuj Lalchand, Head Master, Narayan Jaganath Anglo-Vernacular School, Karachi, is appointed Acting First Assistant Master, Karachi High School.
- 6th April 1876.—Mr. Krishnarao Mahadeva, Third Assistant Master, Karachi High School, is appointed Acting Head Master of the Anglo-Vernacular School, Karachi.
- 6th April 1876.—Mr. Fatechand, Fourth Assistant Master, High School, Karachi, is appointed Acting Third Assistant Master in the same school.
- 14th April 1876.—A month's privilege leave is granted to Mr. Dolatram Maniram Bhachech, Sub-Deputy Educational Inspector, Sorat Prant.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd April 1876.

THE
Bombay Educational Record.

No. 6.]

JUNE 1, 1876.

[Vol. XII.]

THE MONTH.

GOVERNMENT have revived an old but very useful order prescribing the proper form for the beginning of official letters. All official letters in future are to begin, after the number, with the words "From — (giving the name of the sender) To —, Dated — (giving the place, day of month, &c.)" The reason for ordering that the sender's name should be written by the clerk at the top of the letter is, of course, that the sender's own signature is in so many cases utterly illegible. Official signatures have a curious tendency to become illegible, and they often degenerate into mere blots which defy all attempts at decipherment. Cobbett used to paste signatures of this kind on to the covers of his answers, and leave the rest to the Post Office, and we have ourselves found this plan useful in cashing Post Office orders. A singular thing about signatures is that men generally believe their own to be perfectly legible. It would seem that one can no more judge of one's signature than of one's own voice. However, the new, or rather old, order will remove all difficulty, and we direct the attention of our readers to it.

For the convenience of *residents in Bombay* an examination for certificates qualifying for admission to the Lower Grades of the Public Service will be held in the Town Hall on the 9th of October next. Candidates who intend to present themselves for examination should forward their names to the Principal of the Elphinstone High School, Bombay. Candidates from the Mofussil will not be admitted to the examination held in Bombay.

PHILOLOGISTS are beginning to manifest an iconoclastic spirit towards the English language. Hitherto our men of letters have been so conservative that they never missed an opportunity of de-

precating the American habit of omitting the *u* in such words as "favour" and "honour." This feeling seems to have vanished, and we are now threatened with a wholesale crusade against the current practice of spelling. In recent numbers of the *Athenæum* the highest authorities in language are advocating a radical change. Our present method of spelling is, we are told, condemned by all who have considered the subject of phonetic laws with real attention. What ought to be done is clearly laid down. Mr. Max Müller, who asserts as an axiom that the new system must be approximate in its representation of sounds, and not rigidly exact, is in favour of Pitman's phonetic alphabet. Mr. Skeat, while accepting the axiom, declines to accept that alphabet, because it requires types not now in use. He thinks the best solution is to accept *glossic* or "glosik," a phonetic system invented by Mr. A. J. Ellis, as "the basis of reform, but to modify it so as to render it suitable for the use of everybody." What we should come to were the scheme adopted may be conjectured from the following passage in Mr. Skeat's paper:—"Perhaps," says he, "the hardest problem of all is to know what to do with the short *oo* in *foot*. It is of no use shirking it, or blinking the fact that a new symbol for this we must have. The *u* in *bull* will not do, it is wanted for *u* in *nul*; the *oo* in *foot* will not do, as it does not show the difference between the short and long sound. We cannot write *bool*. Mr. Ellis proposes *uo*. I welcome this as a triumph of genius." We do not hide from ourselves the quality of the authority in favour of the proposed innovation. Still, we are happy in thinking there is a higher force in opposition. Till the present moment words have been altered or modified in spelling as well as in pronunciation by the gradual need of the community, created, perhaps, by some fixed but undiscovered philological cause. There seems no fear of the process being discontinued.

AN event of considerable importance in the history of Education has just occurred in Scotland. After a discussion which has now spread over a good many years, two chairs of Education have been established in the universities of Edinburgh and St. Andrews. The trustees of the late Doctor Andrew Bell, it may be remembered, offered some time ago a sum of £6,000 to Edinburgh University, and £4,000 to St. Andrews University, towards the establishment of such chairs, it being anticipated that Government would give

such supplementary grants as would make up suitable endowments. A vote for this purpose was, as is well known, inserted in the estimates last year, but was afterwards withdrawn, on the ground that more information was wanted. The university authorities and the Bell Trustees have now, it seems, arranged to found chairs of Education at Edinburgh and St. Andrews, irrespective, in the meantime, of Government aid. The respective endowments will for the present be of the amounts above mentioned; but it is confidently expected that, with the removal of certain misunderstandings as to the scope and bearing of the chairs with regard to existing institutions, Government will shortly see its way to fulfil the promise which was made to vote a sum in supplement of the endowments. The Bell Trustees have, under present circumstances, reserved the right of nomination to the chairs, and, we understand, have appointed to the Edinburgh chair Mr. Simon Laurie, and to the St. Andrews chair Mr. J. M. D. Meiklejohn, late assistant commissioner of the Endowed Schools Commission, and translator of Kant's "Philosophy of Pure Reason." Our readers will no doubt recollect that we reprinted an able paper of Mr. Meiklejohn's, on a Scottish High School Curriculum, in the *Record* for last November.

A MEMORIAL has been forwarded to the Prime Minister from Cambridge on the subject of university reform. The memorialists desire legislation as follows:—"No fellowship should be tenable for life, except only when the original tenure is extended in consideration of services rendered to education, learning, or science, actively and directly, in connection with the university or the colleges. A permanent professional career should be, as far as possible, secured to resident educators and students, whether married or not. Provision should be made for the association of the colleges, or of some of them, for educational purposes, so as to secure more efficient teaching, and to allow to the teachers more leisure for private study. The pecuniary and other relations subsisting between the university and the colleges should be revised, and, if necessary, a representative Board of University Finance should be organized." The professors who have signed the above are eighteen in number, the total number of professors being thirty-four.

M. WADDINGTON, the new French Minister of Public Instruction, not only has an English name, but has also received an English

education. He is a Rugebeian, and was a pupil of Arnold and Tait. He was born at Paris in the year 1826. His reputation rests on his historical and archæological works. Owing to the fact of M. Waddington being a Protestant, the Ecclesiastical Department in France has now been severed from the Educational Bureau. Who would have thought that France would one day have for the director of its educational system a man who had been taught by the present Archbishop of Canterbury ?

THE Senate of the University of London have agreed to hold henceforward a matriculation examination in Edinburgh, under the auspices of the London University Institute of Scotland, beginning with that of January 1877. The institute, which is a body recently formed, numbers about sixty members, mostly head-masters of schools. The Rev. W. M. Ramsay is the president. Whether degree examinations, if they should be asked for hereafter, will be granted by the university is not settled ; but it is not at all likely that any other than arts examinations will be held in Edinburgh.

THE *Athenæum* says it seems to be pretty well settled that another change of some importance, besides the reduction of the limits of age announced in Lord Salisbury's recent minute, will be made in the regulations affecting candidates for the Indian Civil Service. A smaller amount of knowledge of Oriental languages and dialects than has hitherto been required in the farther examinations will be exacted, as the number of subjects prescribed is to be diminished, and a portion of the studies of the candidates will be deferred till their arrival in India.

PRIVY COUNCILLOR GRIGORIEFF, Professor of Oriental History and Dean of the Faculty of Oriental Languages at the University of St. Petersburg, has been elected president of the committee of organization of the third International Congress of Orientalists, which is to meet this summer at St. Petersburg. Professor Robert Douglas, of London, has been designated as the committee's corresponding member for England. Elphinstone College received a polite request to send one of her learned Orientalists to the Conference."

PROFESSOR CHRISTIAN LASSEN, the Nestor of European Sanskritists, has died at Bonn, in his seventy-sixth year. A Norwegian by birth,

he received his first university education at Christiania, and afterwards studied at Heidelberg and Bonn. The latter university was at that time the centre of Sanskrit studies in Germany, with A. W. von Schlegel as professor, and Lassen became his pupil and friend. He subsequently went to Paris and London for the purpose of copying and collating Sanskrit manuscripts, and on his return to Germany took up his permanent abode at Bonn, where he became first lecturer, then professor of Sanskrit.

THE TEACHING OF NATURAL PHILOSOPHY IN SCHOOLS.

(Continued from page 89.)

There are few branches of Science which admit so completely of being treated by the Deductive method as Mechanics; and for this reason, as well as for the power it gives the student of explaining the causes of some of the most elementary phenomena of Nature, Mechanics seems to me to be the suitable introduction to the systematic study of Physical Science, and a most valuable discipline for boys and girls during their school course.

The method of dealing with this subject, which I have very faintly indicated, enables the teacher to keep clear of two imperfect methods, one or other of which is frequently adopted. The one is the purely mathematical; the other the purely experimental. We very often find Mechanics treated as a branch of Mathematics, and the conclusions are made to follow from certain elementary principles, in much the same way as the results of algebraic reasoning are deduced from the properties of quantity and number. This theoretical method of treating the subject, in which is found no indication of the experiments whence the laws of Mechanics were first derived, nor of the observations that suggested them, would appear, if we may judge from the text-books still in use, and from the examination papers one sometimes sees, to be even now very commonly employed. Although the higher branches of Mechanics, involving Mathematics of a complicated character, may be advantageously studied as a purely theoretical science, the same method is not well applicable to the teaching of the elements of the subject. Much of the benefit which Mechanics, considered as a means of mental culture, is capable of yielding, is lost when the subject is treated from an abstract point of view, as a branch of Mathematics and nothing more. The study of Mechanics ought to serve as an introduction to other sections of Physics; and the pupil ought to gain from it clear ideas with respect to those fundamental laws of force which underlie the whole area of Physical Science. But this is hardly possible if, before the pupil has had the opportunity of becoming practically acquainted with the action of moving bodies on other bodies at rest

and in motion, and of thus acquiring some clear idea of what is understood by momentum, force, and energy, or of seeing separate motions combined, so as to gain a practical notion of a resultant, he is made to learn Duchayla's proof of the Parallelogram of Forces.

The other method of teaching Mechanics, viz. by experiment only, in which the results obtained are qualitatively but not quantitatively true, seems to me to be hardly more satisfactory. The chief interest of mechanical experiments consists in their being absolutely true, in their agreeing exactly with the results of previous calculation, or in their differing therefrom by some amount that can be easily accounted for. If these calculations are omitted, two-thirds of the interest and value of the study are gone. It ceases to be the means of giving clearness and exactness to the ideas which previously existed in the mind. That unsupported bodies fall to the ground is an experience very early and generally acquired; but the study of Mechanics gives a precise and definite form to our ideas with respect to falling bodies which enables us to calculate their velocity, time of motion, &c., and to see the connection between the law of a falling body and the nature of the earth's orbit about the sun. So, too, every one knows what is meant by work and energy; but the meaning of these words is never clearly apprehended till they have been fixed on the mind by means of definite numerical relations, which show not only what energy is, but how a given quantity of energy may be numerically expressed.

So far I have not referred to the practical work to be done by the pupil himself, which it is generally admitted should form an essential part of Science Education. The amount of such work which can be done by the pupil depends a great deal on the practical appliances possessed by the school, and upon the time the pupils are able to devote to the subject. I am inclined to think that the first principles of Mechanics should be carefully mastered before the pupil begins to perform for himself any but the simplest experiments, and that his special taste and inclination should be consulted with respect to the nature of the work which he should undertake. Very many opportunities will be afforded to the teacher in the course of his lessons, of encouraging his pupils in conducting simple experiments for themselves: but time does not now permit me to consider this matter as fully as I might wish.

With respect to the order in which the subjects comprised under Mechanics should be studied by the pupil, I cannot help thinking that it is very desirable that he should be made familiar with the laws of Motion, and with facts that illustrate them, before he enters upon that part of the subject known as Statics. As Motion is universally present, it may be regarded as the most elementary physical condition of matter, and the pupil ought therefore, at the commencement of his studies, to be made familiar with its principles and laws. Moreover, the idea of Force is necessarily and rightly connected with that of Motion, and those two ideas ought never to

be dissociated from one another in the student's mind. In spite of the many advantages which result from clearly explaining the principles of Dynamics before introducing the pupil to Statical Problems, this order of studying the subject is by no means uniformly adopted. When Statics is made to precede Dynamics, not only is the natural order inverted, in which the ideas connected with Mechanics ought to enter the mind, but the whole subject is rendered unnecessarily difficult and abstract. Observation is constantly making us familiar with moving bodies, and consequently Mechanics should be treated, as far as possible, as the Science of Bodies in Motion. The theory of Equilibrium should be presented to the student as a series of deductions from the Laws of Motion. The principle of Energy, so important in the discussion of all Physical problems, should be clearly explained to the pupil at a very early stage of his lessons; and this principle should be illustrated by the action of simple machines, which should be considered in their practical bearing as instruments producing motion and not rest.

In illustrating this part of the subject, the experiments cannot be too simple; for there are so many facts coming within the range of observation of the pupil, on which his thoughts can be easily directed, and which the principles he has acquired enable him to explain, that the roughest and simplest experiments suffice. In teaching Hydrostatics there is more scope and more necessity for carefully conducted experiments. The facts to be explained are not quite so familiar to the beginner. He knows less about the behaviour of liquids and gases than of solids, and consequently practical illustrations give him more assistance in realizing the principles involved in the explanation of the phenomena. At this stage of his progress he might with advantage be permitted to conduct for himself such simple experiments as finding the specific gravity of solid and liquid bodies, and determining the volume of a certain quantity of air under different pressures. In all cases, however, the results to be arrived at should be independently deduced from the first principles of the science.

With respect to the use of text-books, it is hardly necessary to say that the teacher should use no text-book whatever when actually engaged in giving his lesson to his class. Not only is it necessary that the pupils should have confidence in the powers of their teacher, but the teacher himself cannot possibly appeal to the minds of his pupils unless his explanations spring spontaneously from his own mind, and are clothed in the language which seems at the moment to best fit them. Without sympathy between the teacher and the taught there can be no good instruction. The teacher, by frequent questions, should lead his pupils to evolve for themselves the results to which he is endeavouring to conduct them. Even the numerical examples by which he illustrates his result should be constructed as they are required; and it is far less important that they should *come out* neatly than that they should exactly correspond with the

principle that is being treated. A text-book, when a suitable one can be found, is useful to the pupils for home work, in helping them to write out and revise their notes, and in furnishing them with additional information beyond what the teacher may have time to give.

I will add, in conclusion, one word with respect to the use of formulæ in solving problems. It often happens that a pupil who has been taught to make extensive use of formulæ, finds himself unable to solve a problem till the correct formula has been given to him, when his solution consists only of the substitution of certain numbers for certain symbols, and of the application of the ordinary process of solving an equation to the determination of the result. Now I need not say that such work does not necessarily show any scientific knowledge whatever. In all cases I would urge that the use of formulæ should, as far as possible, be discouraged. Pupils should be exercised in discovering the scientific principle, rather than the symbolic formula, of which their problem is an example, and they should then endeavour to build up their result by simple reasoning.

I know very well that different teachers adopt different methods, and that amid many methods that are good no one can be pronounced *the best*. I am therefore fully conscious that much that I have said may appear unduly dogmatic, and open to various objections from persons whose opinions justly carry more authority than mine. The nature of my subject, however, rather than my own wish, has forced this tone upon me. I can only say that whilst I shall be very glad if my somewhat disconnected observations shall have furnished those who may have given to the subject less consideration than I have with any idea that may help them in making the study of Natural Philosophy more interesting to their pupils, I shall be still more pleased to learn from others who are more experienced than I, and who may possibly dissent from much that I have advanced, better methods of teaching than I have suggested. I need hardly add that, although I have had occasion frequently to refer to teachers and pupils in the masculine gender, I have endeavoured to keep in view the requirements of girls' as well as boys' schools, and to make my remarks equally applicable to either.

EXHIBITIONS OF SCHOOL FITTINGS AND APPARATUS.

In connection with the conference of the National Union of Elementary Teachers, which has drawn together so many persons either actually engaged in, or interested in, teaching, are several interesting exhibitions of what may be termed the modern tools used in the work of education. There is one on a small scale at the Liverpool Institute itself, where the conference has held its sittings; another at the establishment of George Gill and Co., in Renshaw Street; and a third at Phillips, Son, and Nephews, in South Castle Street. Every person who has arrived at middle age must have been struck with

the very different feeling entertained towards school by children of the present day as compared with their own. Forty or fifty years ago school was an object of aversion to the majority of children; while nowadays they seem almost universally to prefer school to home or play. No better idea of the difference of system which has brought about this happy change could be obtained by an outsider than by an inspection of these modern educational appliances. The visitor sees at once the means by which, even to the youngest children, the acquisition of knowledge is made the result of the most effective kind of amusement, interest and intelligence being both duly stimulated; and he is lost in astonishment at the comparison with the old style of thing, where the memory alone was exercised by the acquisition of dry, unintelligible rules enforced by a liberal application of the cane. School apparatus forms a noticeable feature in these exhibitions; and here modern improvement is as great as in the literary department of education. The old barbarous backless forms and fixed desks, at which so many weary, miserable hours used to be passed, now give place to comfortable seats either with a permanent back-rest and foot-supports, or with desks which are moveable, and in one position make a nice sloping back-support, enabling children to be comfortably seated in class. In some the desk and seat are convertible into one backed seat; but in others the arrangement is contrived to pay more than a double debt. Mr. Eyre's "Eclipse" desk and seat is convertible into two seats, each with a comfortable back and capable of facing either way. Mr. Abbott, who is clerk of the Huddersfield School Board, exhibits a patent school-desk combining all the essential advantages for its main purpose with the addition of being, by the manipulation of a sliding bolt, convertible into a back seat facing either way, or into a flat drawing-table or table for tea-meetings. Phillips and Son, who are the largest manufacturers of the kind in England, exhibit a somewhat similar arrangement, differing merely in details. Mr. Clifford, of Darlington, has another modification of this triplet arrangement with another useful addition. In the other plan alteration of form is effected by bolts or pins, which can be manipulated by the children themselves, with the result occasionally of pinched fingers, or noisy conversation at unseemly times. In Clifford's plan the simple mechanism employed is capable of being locked by a key, which remains in the teacher's possession. Messrs. Cameron, of Edinburgh, and Mr. Larmuth have some very good school fittings, every exhibitor having some little advantage peculiar to himself. In one a moveable flap, which when open forms a back-rest, shuts down and brings a disc of india-rubber over each ink-well, so that the conversions can be effected without their being removed. The physical comfort and convenience of pupils being thus secured, the admirable means of instruction now provided are shown by illustrations of the best methods adopted not only here, but on the Continent and in the United States. The principal exhibitors are those old educational pioneers, W. and R.

Chambers, and their fellow-townsmen R. M. Cameron and Oliver and Boyd, Phillips and Son, Gill and Co., Jarrold Collins, Thomas Murby, and Daldy, Isbister, and Co. Most of these educational publishers have complete series of books of instruction, maps, atlases, diagrams, and prints, all so excellent in their way that it would be almost invidious to institute comparisons. Daldy and Isbister show the copy-book systems adopted by the London School Board, in which the huge longhand, that used absurdly to be given to the smallest children for the first caligraphic essay of the tiniest fingers, is replaced by characters of a moderate size, and the "copies" are made to serve the useful purpose of conveying sound instruction in a narrative form, instead of the endless repetition of an often not very judiciously selected proposition. Most of the exhibitors show, in some form or other, the means of carrying into practice the Kinder Garten system of instruction, by which admirable lessons on form, colour, and manufactures can be taught to very young children. No box of toys could be more attractive than the materials of this system; and the play with a purpose, in which young ladies and gentlemen of three or four can be at once engaged, is found to be more permanently interesting than even a Noah's Ark. On older children what mere description, however well illustrated, would be likely to make the impression that is sure to be produced by actual manipulation of the working models of the mechanical powers? The youngster who has seen the actual working of the lever, the wheel and axle, the pulley, the inclined plane, the wedge, and the screw, demonstrating the lessons of the teacher, is not likely ever to forget the principles involved. The scientific diagrams form a very interesting feature of all the exhibitions. In all these scientific charts the latest discoveries are at once adapted; and sound instruction is imparted in its most effective form in physiology, botany, history, geography, political and physical, in zoology, in ethnography, in mineralogy, geology, astronomy—indeed in almost every science and art. One of the latest improvements in this form of instruction is to be found in Murby's physical wall-maps, which are photolithographed from models in relief, presenting all the appearances of raised surfaces. The idea comes from those master map-makers, the Germans; but under the judicious care of Mr. J. B. Skertchley, of Her Majesty's Geological Survey, a series is now nearly completed that ought to have the preference in the future in all schools. In this series the flat country is shown by green tints, the deepest green showing the lowest-lying land, while the highlands are in a light shade, and the mountains come out in shade according to their height. The map of Europe is magnificent, and the series well deserved the prize medal that was gained at the Vienna Exhibition. In the scientific diagrams published by this firm illustrating botany and natural history, plants and animals are drawn life-size. Specimens of wood are affixed to the sheets for botany, and of minerals in the mineralogical series. There are many mechanical aids to

education; but perhaps one absolutely new is an arithmetical frame, invented by Mr. Brennan, of Sheffield. It is composed of horizontal shelves, with vertical partitions, making separate spaces for ones, or units, tens, hundreds, and, if necessary, for thousands, &c. In these shelves respectively are fitted indicators, which can be worked by children themselves by hand, so as to display to the eye with readiness any required figure from 0 to 9, both inclusive, in any of the places of units, tens, &c. In the space over each shelf is fixed a metal rod, which serves as a carrier for ones, tens, &c., in such numerical arrangement as may be required. The discs or ones are made of thin metal; ten of them when necessary being heaped together and put into a metallic box at one end; and ten of these boxes (or one hundred) are grouped on tubes capable of sliding on the rods. The above-described apparatus is capable of being employed in working simple calculations by showing a correspondence between the numbers represented by the actual single ones, tens, &c., on the rods, and the figures on the indicators. By this means the several operations in the process of simple calculations can be displayed before the eyes of children, so as to enable them to understand the value of numbers which are ordinarily represented by figures on slates in teaching arithmetic. By this concrete method the inventor claims to convey a more distinct idea to the beginners in arithmetic of notation and of the fundamental principles than can be imparted by the usual abstract style, and he supports his assertion by testimonials from head-masters who have adopted his frame.—*Standard*.

THE ART OF READING ALOUD.

However low may be the ebb to which the art of writing has fallen, it remains positively at a high level compared with the kindred art and practice of elocution. To read aloud with any pretence at good taste or effect is becoming as rare an accomplishment as real oratory; and it is almost as difficult to find a person who can read well as to find one who cannot read at all. Nor is this result, however grotesque, astonishing. The practice of reading aloud has become rare in almost exact proportion as that of reading in silence has become common, and the utter disuse of the former has been compensated, as most people imagine, by the excessive prevalence of the latter habit. Another cause is to be found in the absurd belief universally entertained that any one who can read to himself can as easily and naturally read to others. Possibly he has never tried to do so, and the great probability is that he never will; but if he were called upon to make such an effort he has not the shadow of a doubt that he would be equal to the occasion. Like the man who admitted that he never had played the fiddle, but felt quite confident that he could, the ordinary Briton would be confounded at the suggestion that he could not read aloud. He sees nothing difficult in it, and imagines that a

book and an audience are the only requisites to ensure complete success. One thing, and one thing alone, preserves the art of reading from irrecoverable decay. It is to be found in the realms of infancy in nursery institutions and habits. The great delight of half the English children is that of hearing the true story of the fairy tale read out. For this treat, dolls and other attractions are usually deserted and forgotten. It is the same charm which drew the big grown-up children of Greece round Homer and the Cyclic bards; the same which brought the more vulgar herd of the Aventine to listen to Statius or Seneca. And the English lady, using the word advisedly, rises to the occasion. Every motive of human sympathy and pride excites her to the task, and elicits that native taste in which De Quincey asserts that she so highly excels. Humble as may be the theme, and uncritical, to all outward appearance, the tiny audience, probably there is no display of elocution so good in itself, or so happy in its effects, as this with which childhood is still indulged. The more, therefore, is the pity that a lesson so early begun should be counteracted, vitiated, and almost obliterated by the neglect and contempt of schools, universities, and every other institution which the rage for education is producing.—*Globe*.

ON THE TRAINING OF YOUNG TEACHERS.*

It would seem as if this "best of all possible worlds" was fast becoming better or worse (I won't determine which) by the steadily increasing strength of public opinion. Yes; the sceptre has passed into the hands of Mrs. Grundy; and our first inquiry in all cases should be, "What will be *her Majesty's* views on the subject?" Now, of public opinion regarded as force I have a very high estimation; but of public opinion regarded as light I am sorry to say I have quite the opposite.

Although I believe it was announced that this lecture would be open to the public, I take for granted that the public has prudently kept away, and that I have a strictly professional audience. Professionals always incline to a depreciatory view of public opinion. They are wont to look upon "the public" as a blind Samson, a good fellow enough so long as he will go on grinding their mill for them, but extremely objectionable directly he takes to pulling the house about their ears. So to my professional audience I may say what I like of "the people," and even quote a certain poet, who calls it "a herd confused, a miscellaneous rabble," who decide simply "as one leads the other."

"The intelligent among them and the wise
Are few."

* Being the Introductory Lecture to the fourth year's training course of Lectures and Lessons on the Science and Art of Education. (Delivered at the College of Preceptors, Feb. 17, 1876.) By Rev. R. H. Quick, M.A., Professor to the College.

Those who do not recognize my quotation will think I have found an English Coriolanus; but these are the words of the republican Milton.

Now in some cases this strong but ignorant body feels its own ignorance, and is content to be led by the hand—possibly even by the nose. It grumbles indeed at the lawyers; but they make fun of it, and get it into such a pickle that at last it excites the compassion even of the heads of the profession themselves, and men like Lord Selborne and Lord Cairns turn law reformers. It grumbles at the doctors, but it swallows their physic and pays their fees. But it adopts a very different tone with the clergyman and the schoolmaster. Here public opinion asserts its rights, and is not to be hoodwinked by any of your professional hocus-pocus. There is no man so mean as not to think himself the equal of the parson in theology and of the schoolmaster in education. "Every Englishman has a right to his opinion." Of course he has. He has also a right to shut his eyes when he is crossing Cheapside; and if his opinion happens to be erroneous, his right in the one case is just as valuable as in the other.

All teachers have had to do with a kind of public opinion in their pupils; and they will have found that the one thing which the public, young or old, steadily and doggedly refuses to do is to *think*. One finds this sometimes with beginners in geometry. They are ready to adopt any statement you like, if they fancy they can defend themselves with it and escape thinking. You may get them to say that all angles are equal, or that two straight lines always enclose a space—anything, everything, rather than think what they are saying. Grown public opinion is perhaps not quite so receptive as this. But it has various ingenious ways for escaping thought, the handiest being to catch up some stock phrase, and, without considering its limitations, or even its exact meaning, to bring it in on all occasions as an axiom from which there can be no appeal. Many hundred years ago some one, actuated no doubt by the purest philanthropy (for he evidently wished to prevent the writing of bad poetry), invented one of these phrases, which seems capable of doing any amount of duty—*the poet is born, not made*. Upon this public opinion has harped like a dotard ever since, without caring to know exactly what it meant. It is, in fact, truth or nonsense, according to the way we explain it. Horace long ago said all that was to be said when he told us that for good poetry two things were needed—native talent and literary training. Native talent may, indeed, produce some genuine poetry (such, *e.g.*, as the songs of Burns) without literary training; but most of our best poetry—Milton's, *e.g.*, and Tennyson's—has needed long toil at the art of versification. If, then, this proverb means that the writer in metre cannot be a poet without native genius, the words are perhaps obscure, but sensible. If, on the other hand, they are taken to mean that in poetry natural talent is everything, literary training nothing, the words are simple nonsense.

But the public, having found the phrase so very useful, is naturally anxious to enlarge its area. So we now have the parrot cry, "The teacher, like the poet, is born, not made." And this axiom is quoted directly any attempt is made to procure training for teachers. But I would venture to suggest that the cases of the poet and the teacher are not in all respects parallel. The proverb, "The poet is born, not made," may really be useful in discouraging people from writing badly in metre. There is not the least necessity for their writing in metre at all. But the practical value of the saying, "The teacher, like the poet, is born, not made," is hardly so obvious. In point of fact, a very great number of persons must teach; and I do not know what the public expects to gain by saying to these persons, "The teacher is born, not made. If you are a born teacher, you will teach well; if you are not, you will teach badly. Don't trouble yourself about training, it will make no difference to you." The effect is, of course, that training is neglected; for young teachers who fear the trouble, and still more the expense, of training, are not likely to seek qualifications which everyone seems to think useless, or at least unnecessary. But I suppose, if it were absolutely necessary for a certain number of persons to write in metre, the public would say, "Let these persons make the most of such aptitudes as they have. Let them get a practical acquaintance with different kinds of metre. Let them study the best models. Let them practise metrical composition by exercises not intended for the public eye, and let them submit these exercises to judicious critics, and profit by their remarks." This, I suppose, would be the advice given to persons fated to write in metre. No one would think of saying to them: "Everything depends on nature; if you are a born poet, you can't write badly; if you are not, you can't write well. Never mind learning your art; it will make no difference to you." And yet folly like this is often contained, or at least implied, in what the public says about the art of teaching.

I hope I shall not seem to have wasted your time, and to have been thrusting at a man of straw. I have so frequently heard this need of training disputed, even in high quarters, that I know this delusion to be no man of straw, but a foeman worthy of all the steel we can manage to put into him.

There is another foe, a sort of twin giant to the last, who also stops the way to improvement. It is often said that if we train teachers there will be a great danger of making them theoretical; and theoretical with the British public means unpractical. There is a piquancy about paradox that always commends itself to public opinion. The public is the genuine believer, who delights to believe because the thing is impossible. And so this same public opinion is inclined to maintain that a man is, on the whole, the less likely to do a thing well from his having learnt all about it. This peculiar antithesis between knowing and doing was not invented in this country, though it seems most at home here. We know the old

story of the two architects at Athens. They were rival candidates for employment, and the Athenian populace had to appoint one or other to build a temple. The first architect made a great speech, in which he proved that he knew all about architecture, and gave reasons why one particular kind of building was best for the site; then he went into details and described the proposed edifice. His speech made a great impression, and the audience were anxious to know how his rival would cap such eloquence. But the rival was equal to the occasion. When his turn came, he rose and delivered a very short speech in these words, "What the last speaker has said, I will *do*," and he was immediately appointed architect by acclamation. He had proved himself a shrewd man, no doubt; but he might, after all, have been very ignorant of architecture, and the Athenians may have blundered in their choice, as they did in the antithesis implied in it.

Perhaps this assumed antithesis between knowledge and practical ability is best stated by Iago, in his account of "a great arithmetician, one Michael Cassio, a Florentine." This preferred rival of his was a theorist: he

"never set a squadron in the field,
Nor the division of a battle knows
More than a spinster; unless the *bookish theorick*
Wherein the toged Consuls can propose
As masterly as he; more prattle without practice,
Is all his soldiership."

But Othello was perhaps not less discerning than Iago in this matter. Iago himself had no turn for theory. He had seen service, had probably shown personal bravery, and had acquired the art of performing by rule of thumb all the ordinary duties of a soldier. But the humdrum soldier—blunt, honest fellow, as Othello thought him—was not held worthy of a high command. He *might* have mastered the theory of his craft, and had neglected it. Cassio had shown that his heart was in his soldiering; he had made the most of such opportunities as he had had, and he had acquired a capacity for improving which put him altogether above the Iagos. The highest qualities of the commander—foresight, coolness in peril, fertility of resource in emergencies—were not indeed to be acquired from the study of books; but, on the other hand, they were not in any way to be *injured* by the study of books. And, whatever the Iagos may say, the "bookish theorick" is every year proving more and more valuable. Moltke poring over his books, and maps, and papers, is more than a match for the most dashing *beau sabreur* in the French army. This truth is at length forcing itself even on us in the War Department; and, in spite of the Iagos, we have made the study of theory imperative, and insist on our officers acquiring the bookish theorick at colleges such as Greenwich and Sandhurst.

That the practical men should be annoyed by this attention to theory is but natural. Knowledge of this kind is apt to puff up, and youngsters sometimes "make the lesson," as the French say,

in an unbecoming and irritating fashion to experienced persons. Hence the hard names hurled at theory, and the common cry, "This may be all very well in theory, but it won't do in practice." Let us consider this a moment. What is theory? Theory is, properly speaking, truth in its general or abstract form; and if a thing is right in theory, it must be right in practice also.

This may seem a bold assertion. Let me explain myself. "A little knowledge is a dangerous thing." Yes if we are led to presume on it. We can imagine a little light being a dangerous thing. We will suppose some pedestrians benighted in the Alps. So long as it is quite dark they keep where they are and are safe; but directly they get a gleam of light they are tempted to move, and having only a little light they incur very great danger of breaking their necks. And yet light in itself cannot be called dangerous, whether little or great. And no more can knowledge. Knowledge is dangerous only when it leads us to presume and fancy we know what we do not. You will understand me best by an example. A young man studies the theory of farming. He then tries to carry it out in a new neighbourhood; and, relying on theory, he sets at defiance the traditional practice of the other farmers in those parts. They prophesy that no good will come of these new-fangled ideas, and very often they prove right. Why is this? Is the theory wrong? Not at all. The young man seems to fail from his knowledge: he really fails from his ignorance. If he knew all the conditions of the problem before him, he would work out right results; but he does not. In applying his principles he neglects some peculiarities of the soil or climate, and the error puts everything wrong. The humdrum farmer relying only on use and wont, is quite sure to succeed to a certain extent, not nearly as well as he might if he really knew the theory of his business, but quite enough to enable him to laugh at theoretic farming. And we all have a natural satisfaction in laughing at those who without experience assume that they know our business better than we do ourselves. As I said, everybody thinks he can teach the schoolmaster, and we find it a great strain on our politeness to listen patiently when we are told by parents and other lay persons how we ought to manage our boys. On the other hand, if we endeavour to give our boys any insight into business matters, the business men laugh us to scorn. I shall never forget the contempt an English merchant once expressed to me when I told him that in a commercial school at Leipzig the boys were shown samples of produce. But the contempt is misplaced on both sides. We schoolmasters might learn much from outsiders, and the Germans have proved the advantage of learning the theory of business at school. Let us make up our minds then, once for all, that there is no real antithesis whatever between theory and practice, and that the same thing cannot be both true and false. This once settled, we must admit that in applying theory the greatest care is needed to enable us to calculate all the forces. Otherwise our calculations

will mislead us, like those of a mathematician whose dynamical problem would be all right if he had not forgotten friction. Let us welcome knowledge, even a little knowledge, of what we are undertaking to do, and be sure that knowledge cannot do us any harm if we are sensible and modest in the application of it.

I cannot to-night attempt to give any notion of the ideal training of the teacher. I have a much more simple object in view. I wish to give a few hints to young teachers, and to those who have young teachers under them, as to what may be done in our present circumstances.

Do the opposite of what is done, says Rousseau, and you will be pretty sure to be right. And really, when one thinks how the art of teaching is acquired by most of us, we feel inclined to agree with Rousseau. A celebrated oculist was once complimented by a brother professional on his wonderful skill in operating. "Yes," he said, "I can do it now, but I spoilt a hatful of eyes in learning." And this is the way with us teachers. Some of us get to know our business at last, but how many pupils do we injure by our stupid bungling when we begin? And, unfortunately, teaching is a thing in which practice by no means necessarily or invariably makes perfect. We will suppose a teacher begins in the usual English method. We will suppose he or she (of course I am thinking of teachers of both sexes) has the two indispensables, competent knowledge of the subjects and intense interest in the work. Well, he finds himself all of a sudden with a number, often a large number, of pupils before him, and he has to teach these pupils certain subjects. Not a hint is given him how to go to work. Nobody has time or inclination to attend to him, and tell him where he blunders, or what he should aim at. The pupils are generally the youngest or the stupidest in the school. He soon finds that they do not learn one-quarter of what he thinks they ought to learn, and he has no means of ascertaining how far he himself is to blame for this. And then comes the one fatal mistake in most of our school teaching. *He is overworked.* Probably the amount of work thrown upon him would tax all the powers of an experienced master who knew exactly how to set about things and had acquired facility and speed by long practice, to say nothing of devices which all old teachers resort to for economizing labour. And this amount the beginner who goes to work most conscientiously, and does everything slowly both from want of skill and excess of care, is compelled to deliver as his daily tale of bricks, as though he had straw. Harassed in this way, the young teacher is compelled to think more of the quantity than of the quality of the work he accomplishes. He then reconciles himself by degrees to the wretched performances of his pupils, and supposes that the standard with which he set out was quite Utopian. In a very little while he is, in a sense, a trained teacher—trained to scramble through his work anyhow, and content himself with routine hearing of lessons—trained to accept failure as a law of

nature—trained to abandon all the hopes and interests with which he started, and to laugh at them as theoretical. It is because I know that this is the result of our present plan of no-training that I am so eager to see proper training instituted.

The very first thing that I would urge is that young teachers should have ample time for their preparation and teaching. As you know, the German teacher has to spend a "learning year" without salary, during which year he looks about him in a good school and only does a small amount of teaching, and that under supervision. We cannot expect our young teachers to do this at present; but I think for the first year or two they should be considered learners, and should neither be worked nor paid as if they knew their business. They should never have a class handed over to them, but they should teach under some experienced master, and *he* should be responsible for the result. The learning-teacher, as I may call him (though, in fact, all teachers who are good for anything are learning-teachers all their lives)—the learning-teacher *par excellence* should have ample time for preparing his lessons; he should often give them in the presence of *his* teacher, and should himself see teaching in all parts of the school. The advantages of seeing teaching are very great indeed. By seeing different teachers at work we in the end get some notion of uncommon excellencies to aim at, and of common failings to avoid. We also get sympathy with the taught. Some of you will remember the lad's answer to the question why, when Philip parted from the eunuch of Ethiopia, the eunuch went on his way rejoicing. The boy said it was because Philip had done teaching him. Now I never realized the full force of this answer till I took to visiting schools and staying through the hour's lesson in the same class-room. The teacher has his time fully occupied, and his attention on the stretch all the time, but no one else has; and the hour seems to go very slowly indeed when nothing is spoken of but the government of cases or the eccentricities of irregular verbs. If it were only to get some notion of the stupefying effects of dullness, I would strongly recommend all teachers to attend the lessons of other teachers. We might learn to "see ourselves as others see us," and so become ashamed of impatience and want of self-restraint; and we might even get to feel compassion instead of unmitigated contempt for the unfortunate Jones *minimus* when, for the third time of asking and the thirtieth time of telling, he evinces a deep-rooted ignorance of the meaning of *in* before the accusative.

In the first place, then, the learning-teacher must on no account be hurried and over-worked, or even hard-worked, for he must have ample time to observe, to think, and to take notes of his thoughts and observations. Next, he must see a variety of teaching. Thirdly, he must teach carefully prepared lessons, and that under supervision.

Perhaps I shall find many agree with me so far who nevertheless become suspicious directly I come to the *bookish* theorick. Some

people have an odd prejudice against books. They will admit the value of advice from people of experience, provided only that it does not come to them in print. But, for my part, I must say that print seems to me on the whole a very convenient method of communication. But, it may be said, an art cannot be learnt by reading a book about it. Certainly not; but some very useful facts about the art may be thus learnt, nevertheless. Nobody ever learnt to swim or to skate or to row by reading; but very useful hints on these subjects have been given in books, and there is a treatise on skating, in particular, which is carefully studied by members of the skating club. And, to address myself first of all to the practical people, I maintain that a great number of very useful hints may be given to teachers by good books on teaching, and I am utterly perplexed by the ordinary teacher's ignorance of such books as we have. May I give an instance or two of the hints which may be picked up from books? Eight years ago I read a good many books on education with a view to some essays which I afterwards published. In a very old book, the *Ludus Literarius* of Brinsley, published in 1612 (that is, in the lifetime of Shakespeare), I found a description of a kind of match in school, two boys being appointed as leaders and these choosing sides. The plan was taken from the Jesuits, but the details seemed to be Brinsley's. Whose ever they were, the notion of these matches was a very good one, and I soon introduced them in teaching. Spelling seemed a very suitable subject for them, and I have mentioned it as such in a volume published in 1868. Why should this hint be considered excellent when it comes to us as an American Spelling Bee, but useless bookish theorick when one unearths it in Brinsley? This troublesome and often dull subject of spelling may be made easy, and even amusing, by this and a few other expedients, all of which may be learnt from books. At a recent examination of teachers at this College, I asked the candidates to name and criticize all the methods they knew of teaching spelling: but with two or three exceptions they knew no method but dictation, which is not a method of *teaching* at all. In an American book, Northend's "Teacher and Parent," I have found a variety of plans for teaching spelling, which reminds one of the little book called "A Hundred Ways of Cooking an Apple." A plan mentioned by Mr. R. Robinson, in his "Manual of Method," of making children write at the end of their copy-book a line of any word they had mis-spelt, and then say these from time to time, I once adopted with such good effect that when I told a class to write any twenty words they were sure of, they wrote just the words they had formerly mis-spelt. Another hint I had which proved a comfort to me. Some twenty-five boys were in the habit of giving in exercises. On counting them, I perhaps found there were two or three missing. It then cost me some trouble to go through the list, and see who were the defaulters; but when I had had a hint to make each boy put a number as well as his name, I

arranged the exercises without difficulty, and saw at a glance whose were wanting. Again, take saying poetry by heart: many teachers know of only one way of testing; there are half-a-dozen at the least. The teacher may have it said a verse at a time, putting on boys in any order, or a line at a time, or may run round with a word at a time, marking those who fail; or he may read the piece, and pause here and there, calling on some one to take it up at that word; or he may give out paper and pencils, and make all the boys who can, write in a column the rhyming words, or the first word of every verse or the next word when he pauses in reading. I could, of course, easily multiply my instances. Here is a very ingenious device which I learnt from a book,—I am sorry to say I forget from what book. When we set children copies, they in the first line copy our writing; but in the second and all subsequent lines they copy their own. This is obviated by making them begin at the bottom line of the page and write upwards.

There are, in fact, numberless ways of doing things, some good, some bad, and some indifferent, and it is of great advantage to a teacher to know a variety of ways. He will then be able to choose the best; and, besides this, there is a great gain in changing one's method sometimes. Monotony is the bane of school life, and a simple change often wakes everybody up, and throws life and interest into what was fast becoming mere *grind*.

A whole crowd of hints rush into my mind which might easily be given to young teachers in a printed book: the importance of marking one's book when one prepares a lesson; the advantage of keeping a list of good questions as one goes over the subject, so that one may be able to set a good examination paper on it at the end; the value of keeping one's own examination papers as a record of one's efforts in teaching,—these, and others like them, might easily be impressed on young teachers with the assistance of the printer, and I fancy such hints would commend themselves to practical men. To offer myself as the *corpus vile* on which experiment has been made, I may say that my whole life as a teacher has been affected by two hints I received at the outset. One was, "The teacher's power depends on his eye; see all you can." The other was, "Don't say a word more than you can help." Now I have not acted rigidly on these rules—not on the last at all events; but they have had great influence on my conduct as a master; and these hints might have been given me in print.

About theory we must be on our guard. So long as our author confines himself to practical hints, we know where we are, and can form some notion of the value of what he offers us. But when we come to theory the case is very different. The young teacher finds a number of hard words used without explanation, and he does not know whether they contain important truths, or are in fact mere shams and disguised common-places. Now I am constrained to admit that many books on education which make a great show are

made up entirely of these disguised commonplaces; so that it is not to be wondered at if many young teachers have attempted to study educational works, and have been as unsuccessful as though they had tried to eat sawdust. All I would say is, do not be discouraged if the first books you attempt to read prove dull. You may have hit upon a worthless book; you may too (and this is often the case) have hit on a book not by any means bad in itself, but unsuitable for you at present. I suppose it has happened to all of us—all but the very young, at all events—to open a book which once seemed meaningless, and to find that a change had taken place, and that it had become full of meaning for us. It is, therefore, very difficult to recommend books, and one should always make the reservation, "Try such and such books, and read them *if they interest you*," for in all learning there is much sense in Voltaire's rule, "Every way is good except the tiresome."

But the great gain to be derived from studying good books on the theory of education is this: such study gives us an insight into the capabilities of our calling, and into the chief problems connected with it. And, by knowing what may be done and what might be found out, we get an infinite field of interests thrown open to us, and so escape from the feeling of monotony and the bondage to dull routine which is the common disease of the schoolroom.

(To be continued.)

DEPARTMENTAL NOTICES.

Form of Official Correspondence.

NOTIFICATION.

The subjoined Government Resolution, General Department, No. 1407 of 4th instant, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

19th May 1876.

Official Correspondence.

No. 1407.

GENERAL DEPARTMENT.

Bombay Castle, 4th May 1876.

Memorandum from the Survey and Settlement Commissioner, S. D., No. 532, dated 13th April 1876—Stating, with reference to Government Circular No. 1040 dated the 29th March last, that many years ago the following form for addressing, numbering,

and dating official correspondence was issued, which was in every way most convenient to sender and recipient; and, as it has to some extent of late years fallen into disuse, suggesting that it be now again issued as a form to be adhered to:—

No. of 1876.

From A. JONES, Esq.,

Collector of

To B. SMITH, Esq.,

Collector of

Camp

1st May 1876.

SIR,

RESOLUTION.—The heads of offices generally throughout the Presidency are reminded of the existence of the form, and of the desirability of carrying out strictly the previous instructions of Government.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the several DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR; the MILITARY SECRETARY to HIS EXCELLENCY the GOVERNOR.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, No. 2637, dated 2nd instant, Revenue Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

25th May 1876.

Travelling Allowances.

No. 2637.

REVENUE DEPARTMENT.

Bombay Castle, 2nd May 1876.

Letter from the Government of India, Financial Department, No. 2077, dated 20th April 1876:—

In reply to your letter No. 1499, dated 8th March 1876, I am desired to inform you that the orders of Government contained in

Financial Resolution No. 4347, dated 29th October 1875, withdrawing the grant of travelling or halting allowance to an officer who does not go further than five miles from his head-quarters, do not affect the grant of travelling allowance (batta) to the Duffierdars and Collector's personal establishment, who go on tour with the Collector, and whose movements entirely depend upon those of the Collector.

RESOLUTION.—Copies to be forwarded for the information and guidance of the Officers and Departments to whom Government Resolutions No. 1699 dated 21st May and No. 3813 dated 23rd November 1875 have been communicated.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM 16TH APRIL TO 15TH MAY 1876.

- 20th April 1876.—Mr. Krishnarao Mahadeva, Third Assistant Master, Karachi High School, and Mr. Fattechand, Fourth Assistant Master, acted respectively as First Assistant and Third Assistant Masters from the 13th March 1876.
- 22nd April 1876.—Mr. Krishnalal Govindas Mehta, First Assistant, Gopipura Branch School, Surat, is appointed Acting Head Master in the same school, *vice* Mr. Desai, on leave.
- 22nd April 1876.—Mr. Karpuram M. Mehta, Second Assistant Master, Gopipura Branch School, is appointed Acting First Assistant Master in the same school, *vice* Mr. K. G. Mehta, promoted.
- 22nd April 1876.—Mr. Ichharam Rangildas is appointed Acting Second Assistant Master in the Gopipura Branch School, Surat, *vice* Mr. K. M. Mehta, promoted.
- 24th April 1876.—Six months' leave without pay is granted to Mr. Nand Krishnalal Ratanlal, Sixth Assistant Master, Surat High School.
- 26th April 1876.—Mr. V. W. Godbolé, Head Master of the Dhulia Training School, is placed in charge of the Office of the Assistant Deputy Educational Inspector, Khandesh, during the absence of Mr. Deodhar on leave.
- 29th April 1876.—One day's leave without pay (out of two months') granted to Mr. Gogai V. Pathak, Third Assistant Master, Broach High School, is cancelled.

- 29th April 1876.—Five days' out of two months' sick leave granted to the Assistant Deputy Educational Inspector, Panch Mahals and Rewa Kanta, is cancelled.
- 6th May 1876.—An extension of four months' sick leave is granted to Mrs. Costelo, Head Mistress, Female Normal School, Haiderabad.
- 6th May 1876.—Six months' sick leave from 22nd April is granted to the Head Master, Nipani Vernacular School.
- 6th May 1876.—Mr. Jaimatram Ramchandra, Fourth Assistant Master, Ahmadabad Branch School No. 2, is appointed substantive *pro tem*. Fifth Assistant Master, Nariad High School, *vice* Mr. Bholanath Bapuji, transferred to Branch School No. 2, Ahmadabad.
- 6th May 1876.—Mr. Tarachand Thokiram, Second Assistant Master, Shikarpur High School, to be substantive *pro tem*. Persian Teacher in the same school, *vice* Mr. Ghulam Roza Mirza.
- 6th May 1876.—Mr. Udhaumal Sutramdas, Third Assistant Master, Shikarpur High School, to be substantive *pro tem*. Second Assistant in the same school, *vice* Mr. Tarachand Thokiram.
- 8th May 1876.—Eighteen days' leave without pay (out of two months and twenty-three days) granted to Mr. Parshotam Bapuji Saraiya, Third Assistant Master, Nariad High School, is cancelled.
- 9th May 1876.—Mr. H. A. Curtis, Assistant Master, High School, Ahmadabad, is granted six months' sick leave from the 13th March 1876.
- 9th May 1876.—Mr. Krishnaji Narayan Patankar, Head Master, First Grade Anglo-Vernacular School, Kolhapur, was allowed examination leave from 1st to 23rd March 1876, both days exclusive.
- 9th May 1876.—A month's privilege leave is granted to Rao Saheb Gokaldas K. Parekh, Deputy Educational Inspector, Gujarati, School, Bombay.
- 10th May 1876.—Mr. Khandubhai Indrajai Desai, B.A., is appointed substantive *pro tem*. First Assistant Master, Karachi High School, *vice* Mr. Tapidas Dayaram Meheta, transferred to Baroda.
- 12th May 1876.—Mr. Perozesha Pestonji Kapadiya is appointed Sanskrit Teacher in the Broach High School.
- 15th May 1876.—Six months' leave without pay is granted to Mr. Dhirajram Vishwanath Vyas, Fifth Assistant Master, Ahmadabad High School.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

20th May 1876.

THE
Bombay Educational Record.

No. 7.]

JULY 1, 1876.

[Vol. XII.]

THE MONTH.

At the moment of going to press we read, with the deepest regret, of the sudden death at Ragatz, in Switzerland, on the 3rd June, of Dr. Martin Haug, formerly Superintendent of Sanskrit Studies in the Poona College. Our regret will be shared by numerous old pupils and friends in all parts of the Presidency. Dr. Haug retired from India in the beginning of 1865. His death is a serious loss to Sanskrit and Zend scholarship.

We hear that the method of conducting examinations hitherto followed in the University of Bombay is undergoing a comprehensive revision at the hands of an experienced sub-committee of the Syndicate. It is understood that this sub-committee is prepared to recommend the Syndicate to lay before the Senate proposals involving changes of some importance, one of which will probably be a plan for rendering attendance in Bombay unnecessary on the part of the large proportion of Mofussil candidates at the Matriculation Examination who fail in the first or English Paper.

MR. W. WORDSWORTH, Principal of Elphinstone College, has been elected Dean of the Faculty of Arts, and also a member of the Syndicate.

THE Education Bill of Mr. Disraeli's ministry, which has just been laid before the House of Commons in an admirably clear and temperate manner by Lord Sandon, is evidently a most important measure. It does not, it is true, as many ardent reformers wished, provide for direct compulsion, but it falls very little short. It provides that after January 1, 1877, no person shall employ (a) A child under ten years of age; (b) A child between ten and fourteen, unless it has

passed in 1877 and 1878 Standard II., in 1879 and 1880 Standard III., and in 1881 and subsequent years Standard IV., or has obtained a certificate that it has made 250 attendances each year—in 1877 and 1878 for two previous years, in 1879 for three years, in 1880 for four years, and in 1881 and subsequent years for five years—such attendances to be made at not more than two schools each year. It is obvious that these provisions cover an enormous field. If the Bill becomes law an immense step will have been taken.

THE new quarterly of Philosophy, "*Mind*," thinks it of sufficient importance to mention that a "Society for the Development of the Science of Education" has been formed in London. The society proposes to "examine, systematize and propound definite and verifiable principles upon which the practice of education should be based. The committee has been engaged in drawing out a definite scheme of work, which will shortly be published, when it is hoped that branches will be formed for carrying on investigation simultaneously in different places on a uniform plan. One part of the society's work will consist in recording all psychological facts having a bearing on education. Communications relating to the nature, objects, and plans of the society should be addressed to Mr. C. H. Lake, Withernden, Caterham, Surrey.

THE Board of Mathematical Studies of the University of Cambridge have issued a report in which they recommend an important alteration in the Mathematical Tripos Examination. According to the report of the examiners and moderators in the examination of the present year, very few of the candidates appear to confine their reading to two or three of the divisions, as was anticipated when the existing regulations were drawn up. One of the examiners expressed himself strongly that something should be done to prevent men getting up a quantity of book-work without a proper study of the subject; and with a view to remedy this evil the board recommend that the following regulation be added to those now existing, and that it be enforced at the next examination:—"In each of the last five papers the moderators and examiners shall fix a limit to the number of questions to which any candidate shall be permitted to send in answers, which limit shall not exceed the number which a well-prepared student may reasonably be expected to answer fully; and the limit so fixed shall be printed at the head of each paper."

It remains to be seen whether this limitation will suffice to discourage "smattering" by making thoroughness "pay" better in the examination.

DR. BOSWORTH, Professor of Anglo-Saxon at Oxford, died on 27th May last, in his eighty-eighth year. Dr. Bosworth's career has been, to the last, that of a conscientious and laborious student. As a young man he acquired some reputation by the publication of Latin and Greek grammars, and other school-books. Subsequently, as English Chaplain in Holland, he made the Dutch language and history his study; but he is principally known by his works on Anglo-Saxon and the allied dialects.

THERE is a society in London having for its object the extension of University lectures to the metropolis. The Vice-Chancellor of Cambridge University has published the text of a letter which he has received from the Right Hon. G. J. Goschen, M.P., the president. Mr. Goschen in the course of it says:—"The council of the society feel it a matter of the highest importance that they should secure the coöperation of the three universities, whose control and sanction will afford the best guarantee for the thoroughness and popularity of the teaching which the society proposes to offer." Mr. Goschen proceeds to ask that three members be nominated by Cambridge university to sit on a joint Board with the same number of representatives from the Universities of Oxford and London, to whom similar applications are now being made. Mr. Goschen encloses a list of the council of the society, "with the view of showing that the movement is confined to no party or section."

AMONG the latest scientific inventions, says the *Standard*—it is never safe now to speak of any as the very latest—is an opeidoscope. It is not a very complicated affair, but is at present little more than a scientific toy for giving a visible shape to sounds. At one end of a two-inch tube is pasted a piece of thin india-rubber or tissue paper, and in the centre of this is a little piece of looking-glass only one-eighth of an inch square. If you hold the end of the tube to your mouth and stand so that sunlight falls on the mirror and is reflected from it to any white surface, and then begin to sing or speak, the vibrations communicated to the mirror will cause the reflected light to make certain movements varying according to the pitch and in-

tensity of the sounds, but always uniform under the same conditions. Of course this is only a new and popular way of demonstrating a well-known truth; but considering how long it has been known that sounds could be made automatically to translate themselves into signs, it is rather strange that we have not made more progress beyond the toy stage of what we may call acoustic indicators.

At a recent meeting of the Cambridge Philological Society, Professor Kennedy, the president, made some remarks on the phrase "*libera schola*," which is usually rendered "free school," and understood to mean a place of gratuitous education. He said that the common understanding of *liber* in this phrase, especially as used in the characters and letters patent of King Edward VI., in the sense of *gratuitous*, might chance to deserve the title of a "vulgar error." Neither in the Latin classics nor in the Vulgate Bible, nor in the codices of the jurists, nor in any medieval writings, had *liber* this meaning, but rather that of *non obnoxius, immunis* (Fr. *franc*), without servitude, having some *libertas* or *franchise*, free from some or every burden except obedience to the Crown; whence it would be inferred that *libera schola* must have meant a school free from subjection to any superior body, convent, chapter, bishop, or college, and holding its rights and governing powers immediately from the Crown. The double sense of the word *free* would naturally cause the erroneous interpretation of *libera schola* which soon became common. Mr. Skeat at the same meeting quoted from Chaucer to prove that education at that time was far from being gratuitous.

EDUCATION IN FRANCE.

At the last annual meeting of the Sociétés Savantes, M. Waddington, the French Minister of Public Instruction, whose English education we mentioned last month, gave the following brief but interesting sketch of the outlook in France in regard to Education. He said:—"The question of superior education will be the first submitted to the Chambers. The Government of the Republic, resting faithful to the principle of liberty, is firmly resolved to maintain the rights of the State. It will certainly obtain from the patriotism of the representatives of the nation the means to increase the resources required by the faculties to raise the standard of science, and these will receive a new life. If the Government can succeed in establishing in different parts of France real universities, uniting all branches of instruction, it will be useful that access to such institutions should be had by young scholars who, like the private pupils

of Germany, are destined under private tuition for the teaching of the schools. We shall have to make great efforts. We have our laboratories to endow, our libraries to develop, new professorial chairs to found, to make the different faculties into complete and powerful universities—not scattered, separate sparks, but great and strong fires of light which will shine in all the departments. We shall find the means without breaking through our old university forms, and without interfering with their organization, to give them a little elasticity and to introduce to them a little new blood. We shall, on the meeting of the Parliament, present a project of law which, without touching an organization which is one of our glories and one of our national forces, will, I hope, satisfy the country in what it has a right to expect from the Government. Our institutions of secondary education, and our primary schools, above all, will require great sacrifices on our part, in order that they may obtain the improvements that they require. Primary instruction, which is now compulsory in several countries, will be made so in France as soon as our schools are of such a number that a father of a family can have no pretext for refusing to educate his child. Penalties will be inflicted on those who then neglect that duty.”

THE NEW UNIVERSITY CHAIRS OF EDUCATION.

Mr. W. Jolly, one of H. M.'s Inspectors of Schools in Scotland, writes as follows to an English educational journal on the happy effects on the Profession of Education to be looked for from the establishment of the University Professorships of Education which we described in our last number :—

The foundation of chairs of Education in the Universities of Edinburgh and St. Andrews is an event of some importance in Scotland. The Bell Trustees, who have endowed them, have shown a zeal in regard to educational progress which does them the greatest credit. Teachers have now, for the first time, the means of University training in the principles and practice of their work—a great fact for the profession, and a good augury to them of future higher culture, status, and emoluments. The foundation of these chairs means much more to teaching than most people may at first sight perceive. It realizes the need and the wisdom of having the educators of our children trained for their important work, both generally and professionally, by the best agencies of culture provided in the country, alongside of the most honourable professions, and amidst the broadening and elevating influences that should pervade our ancient academical seats of learning. The Normal Schools have done good work in this field, but we should desire to see them in their true connection, as undenominationalized and affiliated to the Universities. Very much remains still to be accomplished. The endowments of the chairs are inadequate, and the Universities and the teachers should set themselves to secure the Government

aid promised last year, in order to make them more worthy of good men. The recognition of this University training by Government requires to be obtained; the curriculum of the future University-trained teachers requires to be carefully prepared, and provision for secondary education, as part of a true national system, requires to be made. Then two other chairs have to be founded to complete the University circle. We are glad to observe the yearly utterance of Aberdeen (Glasgow hitherto has been silent) as to the advantage of having such chairs there, for no University would profit more by a chair of Education, and no students would welcome it more eagerly or profit more by it, than the vigorous and successful Aberdeen teachers. As was recently pointed out, the teachers of Scotland could, by an easy if hearty effort, found chairs in Aberdeen and Glasgow; and we recommend this work to them as a means of proving to the country that they are earnest in their demands, and capable of helping themselves. But the subject has a general as well as a professional interest. Whatever elevates or broadens the teaching of a country elevates and broadens its children, and the future nation composed of them; and we should hope that all enlightened men will be prepared to lend to this movement their interest and substantial assistance.

DISINTERESTED STUDY.

Mr. Russell Martineau writes the following letter in the *Academy* of 22nd April:—

If it is not too late to invite attention to an article in the *Saturday Review* of the 1st instant, I should like to say a few words on its subject, "Cambridge on its own Studies." It is occasioned by the Report of the Syndicate, and especially by the appendices "in which the various Boards of Studies state their requirements." With the general tone of the article I am perfectly in accord; but the third paragraph raises some difficulties, based, as I think, on too low an estimate of the desire of at least a considerable portion of the young men who are educated at a University for learning for its own sake, or as an intellectual exercise. I ought, perhaps, to quote the whole paragraph, but it is far too long, and a few sentences will give sufficient clue. The writer says:—

"The University is really a place where intellectual articles are fabricated to meet public wants. But the University can no more turn out a number of Naturalists or Orientalists when they are not wanted than a mill can turn out fabrics for which there is no sale. The abler men wish to dispose of their abilities to the best advantage. If the youths do not themselves consider this, their parents do. They invest so much money in sending them to the University, and they look for a return. The tutor may say, 'Your son has a great turn for geology,' and the parents will say, 'How is he to get his bread by being a geologist?' The University in a certain degree

makes its own market by its reward. You must pay people to learn, or they will not learn anything not wanted for professional practice. All this looks very mercenary. Young men, it is said, should love learning for its own sake; *but young men are like their elders*—they must have a motive. . . . *Why should we expect more from young people than from old ones?*"

This, I submit, is probably not written by a young man—certainly not in the spirit of youth. A young man of decent intellectual endowments has within him a spirit of inquiry, which may be killed out by the stern requirements of preparation for a degree demanding all his time and attention, but which prompts him generally rather to investigate new subjects than to repeat what is done daily, and has for generations been done daily, by others without adding anything to the sum of attainable knowledge. It is true that "they must have a motive"—but *this* is their motive, and a very noble and sufficient one it is; and the motive being one characteristic of the energy, inquisitiveness, and inexperience as to ultimate worldly results of youth, it gives the lie to the judgment that "young men are like their elders"—a judgment so shallow that I am tempted to believe that the writer has never had the good fortune to meet with young and studious men of this better stamp. I have no acquaintance with the Universities of Cambridge or Oxford, but should be sorry to believe that the undergraduates there were inferior to those at University College, London, or in Germany. At the former college the late Prof. Key's class on Comparative Grammar (a purely speculative study, which had no bearing whatever on the University examinations) was very numerous attended; as were (and I believe are) many in the same category. In Germany, where there is no market whatever for Oriental learning such as we have in superfluity in India and elsewhere, the professorships of Sanskrit, Arabic, Persian, Ethiopic, &c., are no sinecures, as I can testify from personal experience of the first at Berlin, and of all (including the first) at Göttingen. These students chose these classes from *love of learning for its own sake*; only one or two attained professorships by means of them; the majority became clergymen, schoolmasters, or *littérateurs*; but it would be very rarely that one would be found who regretted the time stolen from his leisure or his professional studies to obtain a view of a new branch of learning. And, I may add, there is no part of my own life which I have less cause to regret than those sessions truly devoted to learning for its own sake.

I do not mean to say that no encouragement by means of scholarships or fellowships should be offered for out-of-the-way subjects. Far from it, especially in places where such abundant encouragement is given to subjects that require them less. But we *may* expect far more from the enthusiasm (which is often an intelligent and far-seeing judgment) of young men than from the cautious habits and more worldly judgments of old ones. The italics in the quotation are my own.

MORAL TEACHING IN SCHOOLS.

Whenever it is suggested that special teaching on ethical subjects ought to be introduced into every educational course, we are met by many and various objections. One opponent says: 'Opinion is too much divided upon moral questions; you will but lead children into a fog.' Another denies that a science of morals has any existence. A third urges that good behaviour should proceed from discipline and habit alone. A fourth predicts that the pupils will merely turn into conceited parrots. Or again it is assumed that moral lessons must from their nature be so dull that the teacher will but talk his class to sleep. And often we are told that the religious lesson sufficiently embraces ethics. Now I think that these and other objections that I have heard are of three classes. Some represent real, practical difficulties, which, however, thought and patience may generally overcome; others are founded upon a misapprehension of what is intended by ethical (or moral) teaching; while the third set, if they are valid, certainly strike with destructive force at the root of the whole matter. For instance, moral truth cannot be taught if it does not exist in a form which is teachable. In this paper I might reply by turns to the objections that I have referred to; but, instead of doing so in a direct manner, I think it will be best to try to picture the sort of moral instruction, as to scope and method, which seems to me to be possible and desirable, hoping that some of the arguments put forward against such teaching may then disappear of themselves, and any that remain can be more satisfactorily noticed later. But I must say beforehand that my proposed sketch by no means covers the whole field which I believe might be occupied by teachers of ethics. I can only attempt to show a few of the most important points, leaving it to others who have thought more deeply on the subject than I have, and whose experience is wider, to present completer schemes of teaching, and to delineate more the beauty and the richness of a region into which at least I earnestly desire that all boys and girls should, at a suitable age, be conducted.

I will very briefly describe, *first*, the subject of moral lessons; *secondly*, the teacher's method; and, *thirdly*, I will give the reason for such lessons. In other words, I shall try to answer the questions, What? How? and Why?

I. First, then, as to the subject. The great aim of such lessons I hold to be, to make young people acquainted with the moral world, in which, as truly as in the physical world, they are come to live; to instruct them as to its laws, its boundaries, its groupings, its order; to show them its paths, its landscapes, its precipices; to give them a due estimate of its relative importance, and to make its facts as real to them as those which their senses perceive. This being laid down as the teacher's general drift, I will glance at several particular matters of serious ethical interest, which I think, ought in a systema-

tic manner to be brought before children's minds. The relations of life in which they are placed should be represented to them so clearly as always to remain within their sphere of mental sight: relations towards parents and others in authority, towards brothers and sisters, towards friends and neighbours, and towards the lower animals, their own position being either *below*, *side by side with*, or *above* the others concerned. And they should be made to see that certain duties are inseparable from these relationships, duties not to be altogether escaped from by any possible wrench: so that they are, as it were, pledged from the very fact of the relations to right behaviour in them. More temporary relationships should also be explained in the same light, such as those between teachers and pupils, employers and employed, and in every case that harmony of arrangement should be pointed out according to which, when the relation is rightly understood, the feelings incline to the fulfilment of the corresponding duties. Then, too, we ought to cultivate children's observing powers as to the invisible claims and possessions of others. It is not enough for them to be honest in regard to apples and sixpences; their mind's eye must be sharpened to discern readily the subtler treasures owned by their fellow-beings—treasures of character or of credit, various priorities of claim, and rights of delicate framework, all of which they should learn to respect as faithfully as more tangible possessions, recognizing the walls and the fences that exist around them to be not less actual than those that are formed of bricks and stakes. As the basis of such deference for rights, they should be led to see that they are not isolated units in the world, as they are apt to fancy, but parts of a great whole, being connected through bonds, only to be severed by the knife of selfishness, with all other members of the human family, and that by means of these bonds a ready sympathy is quickened and maintained, so that consideration for others, and responsiveness to their interests and their sufferings, becomes as it were instinctive to an unselfish nature. Again, we should of course impress upon them the supremacy of conscience, urging them to yield with alacrity at its lightest whisper of command, and to live in the attitude of submission to a law beyond and above themselves. On occasions we may lead them to observe separately the duties which an acknowledgment of moral truth involves, and the qualities which help to form a noble character. Justice as the groundwork of society; veracity in regard to past, present, and future; kindness in its multiform manifestations, obedience, patience, faith, hope, self-sacrifice, industry, courage, patriotism, gratitude, self-control, &c. All these virtues should be vividly placed before the mind's eye, so as to be distinguishable; like the violet, red, and other rays of the prism which combine to produce the pure white light. Faults, too—such as insincerity, conceit, self-indulgence, cruelty—should be sometimes, though, I think, more sparingly analysed, in order that it may be seen how they infringe upon the law of right. In another

set of lessons the principles previously inculcated may be drawn out and illustrated in reference to particular points of behaviour and action, such as the management of temper, responsibility, work, manners, the use of time and of money, dress, talking, and other accidental subjects. Duty as to the care and cultivation of mental and bodily powers will naturally be included in this teaching; a habit of moral judgment will be called into practice; virtue will rise in estimation above wealth; worthy aims may be presented to view, and mean ambitions shown in their true light. Thus the conduct of life will assume the importance it deserves, and by a gradual illumination the world of moral truth will be indelibly fixed within the pupil's field of vision. Questions of difficult solution will inevitably at times arise, but we should no more on this account give up dealing with the many parts of the subject that are clear and defined than we would move away out of a highly convenient house because it contained one or two imperfectly lighted corners. Some lately written words of Mr. Gladstone seem to me to express the tone of mind which in these ethical lessons it will be the teacher's hope to establish:—"I submit," he says, "that duty is a power which rises with us in the morning, and goes to rest with us at night. It is co-extensive with the action of our intelligence. It is the shadow which cleaves to us, go where we will, and which only leaves us when we leave the light of life."

II. Next, as to the teacher's method. Supposing it to be allowed that sufficient material exists for special moral teaching, the important question arises, in what manner is this teaching to be conducted? There is a faculty in children by means of which I believe the teachers can fix their attention on points of moral truth, and can enlist their sympathies and their will on the side of goodness. That faculty is the *imagination*. It is always noticed that the imagination of the young is remarkably lively, agile, and playful. Everything that they see is a mirror through which they see numbers of other things; they invest the merest hints and outlines with substance, and the enjoyment of youth is greatly derived from this energy of fancy. Now ideas connected with moral science are particularly capable of being transferred into the mind through the medium of the imagination,—indeed I do not know how otherwise they can be introduced there at all. We realize what is invisible mainly through the visible. Every ethical word that we use shows this fact. 'Right' originally meant *straight*; 'independent,' *hanging on nothing*; 'steady,' *standing, firm, &c.* In cases where we cannot trace a borrowed significance, we may be sure that the word has unfortunately been rubbed by age and use into its present characterless form. The whole language of morals consists of definitions of tangible objects and external relations, which we readily translate for ourselves into a system of higher meanings; and not only does the imagination thus supply us with pictures of moral ideas,—through its influence also the emotions and the affec-

tions are drawn forth, stimulated, and regulated. It re-vivifies for us the past, it enlarges the bounds of our present, it furnishes and peoples for us the future; consequently it exerts a strong qualifying power over our states of feeling; it is one of the chief elements of sympathy, and the spring of elevating ideals, and thus it becomes, as with truth it has been called, "the great formative agency by which character is moulded." As, then, this wonderful faculty is the necessary vehicle of moral science, and as children are largely endowed with it, and as its exercise gives them pleasure, we see that the teacher commands an instrument by means of which he may succeed in reaching and moving the minds and the wills of his pupils.

But granted that ethical truth flows readily through the channel of the imagination, how, practically, can these lessons be rendered lively and impressive? I can only venture to offer a few suggestions on this point. The first thing to be aimed at is, I think, to call up a sharp definite idea of the subjects to be treated. Fortunately hazy notions are not acceptable to children's bright, acute, though hasty and untrained intellects. If we do not well explain what we mean, their thoughts will dart off to kites and kittens, or the equivalents which succeed them in interest, for no images but such as are real and appreciable do they care to contemplate. The teacher can therefore at once perceive whether he is arresting attention. To secure this necessary clearness and precision, it is often useful to begin by analysing the word which conveys the subject; and, next, the subject itself may be looked at in its material and its symbolic sense, the latter being shown to be in exact accordance with the former. The relations of the idea, too, to other allied ideas, and its contrasts, may be considered. Analogies will help to picture it, and various illustrations may be called for, through which its inherent qualities will be more fully recognized. If the subject allows, the teacher can recall past impressions in the children's lives, which will assist to arouse the desired state of feeling. In regard, for instance, to any of the relationships of life (as that of *companions*), he will represent and combine many of the occasions and possibilities of intercourse which conduce to a right view of that relationship. Out of time and space he will collect as in a focus the truths of experience that bear upon his theme, and thus the sentiments of the pupils will be strengthened in a right direction. Of course in all this their own minds must be incited to action. It is not enough for them just to sit lazily gazing at stores of moral facts displayed by the teacher. Their intellects must accompany him in his researches, and must actually discover truth after truth, he only leading the way: for thus, and thus only, will the lessons produce a lasting impression. Then, too, the teacher will derive important help from the incidents out of history and biography which he and his class will contribute in illustration of the subject on hand. By means of these the children will be brought under

the constraining force of example. For, good deeds and high motives belonging to the past, though less strong in their influence than those which we can associate with persons living and present, yet often exert, through the vivifying power of imagination, a most magnetizing effect. I am aware that this is no new suggestion. History has long been effectually employed in the service of morals, but usually, I think, in a somewhat desultory manner; while what I am arguing is that fitting instances should be carefully sought out, and applied to the intensifying of the particular idea to which the children's attention is being directed. Again, the teacher need not confine himself to examples in the form of facts. Imaginary instances of conduct will also tell with much power on children's minds. They extremely enjoy to hear what they call 'suppose' stories out of the lives of boys and girls situated somewhat like themselves—how Edith and Susan made up their long quarrel—how Philip held to the truth in spite of self-interest and ridicule; and indeed the accounts of the efforts, temptations, merits and demerits of improvised young persons may help to form the character even more surely than those of historical doings, partly because the surroundings of the former case can be more easily realized. The pupils may be encouraged to invent for themselves instances in point, and to give examples of the subject out of well-known works of fiction. It will be useful also to place before them practical problems to be solved, asking them how they would act in such or such a situation. A very wide field lies open to the teacher: poems, fables, proverbs, wise sayings, will pleasantly diversify the lesson: he can glean helpful material from philology, mental philosophy, and other sciences: he will continually appeal to the ethics of nature and the symbolism of art. Certain that in some way or other he can gain admittance for his subject into the children's minds, if one road is blocked he will try another, and, though gate after gate prove closed, he will make fresh endeavours till he triumphs. Methods that answer with some pupils will fail with others, but each occasion will add to his experience, and will give him greater skill and facility. The essential point to remember is, that every element introduced into the lessons must tend to make more vivid and more welcome the ethical idea under consideration, for concentration of aim is always important to success.

Now, in spite of the traditional dullness which is said to attach to all moral teaching, I believe that lessons of this nature will be felt to be strongly interesting. Children take a keen delight in questions regarding social action: their minds turn naturally in that direction; and ethical lessons, which instead of consisting of dry didactic admonitions, call their imaginations and their sympathies into play, may be rendered not less attractive (and this is saying a great deal) than lessons on beavers, cocoanuts, or icebergs. Nor need we fear that the pupils will acquire the art of chattering forth fine phrases. Superficiality cannot but be discouraged when the

teacher's deep ulterior aim is (as I am supposing) not to stock the memory and to stimulate to display, but wisely and earnestly to try to mould the character; and his personal influence will help to check all that is not sincere, humble, and reverential.

III. But what, after all, is the reason for this teaching? *Why* should it be given? Because it is one powerful means of cultivating goodness. Happily, moral training is now very generally acknowledged as an important part of education, so that conscientious teachers attend in a greater or less degree to the conduct of their scholars, besides to the quickening of their mental faculties. Happily, too, the old blundering punishments have been greatly abandoned, and good behaviour is secured more than formerly by the careful encouragements of praiseworthy habits. But though habits are most useful, they need the added strength of principles, and I think we ought to supplement methods of discipline by giving to young people intellectual views of moral truth. Right thinking is essential to right acting. The very expression *moral ideas* shows how nearly intellect is allied with conscience. In fact there is no moral life for beings that are devoid of mind, and surely the best and greatest characters have generally had clear mental apprehension of their ethical relations. After the age of infancy, children should not only behave well because they are told to do so; they should gradually grow into an independent moral life, and should see with their mental eyes what is right and what is wrong. Ought not these young travellers to learn the nature of the road along which they have begun to journey? Ought not these young kings to understand the characteristics of the subjects committed to their control? Should we blindfold them in regard to moral truth, bidding them find their way by simply holding to the hands of their elders? Approbation and censure may help to prevent their straying far as long as they are at school, but will they not gravely suffer when removed from the influence of parents and teachers if their thoughts have never been directed to moral questions? Especially at an age when the responsibilities of life are beginning to be realized, ought we not to assist them to form opinions about good and evil? Otherwise they will take up any selfish or prudential axioms and maxims which may be suggested to them, for their moral-intellectual nature will not let itself be set aside. And thus, to their lasting detriment, we shall have missed an opportunity, such as may never recur, of enlightening their conscience, guiding their moral tone, and giving them those principles which underlie a high-minded and solid character.

But what relation has this kind of teaching to religion? Is it required by those who are religiously trained?—It seems to me impossible as well as undesirable to try to draw a hard line between religious and ethical lessons, because our duties towards God are so closely bound up with our duties towards our fellow-creatures. But while religion supplies sanctions, and much of the motive force, I

think that unless we take pains to use our mind's eye for discovering our actual moral position and relations, we shall very imperfectly realize to what it is that those sanctions apply, and upon what the motive force has to work. Let morals be taught as a separate course, or as a branch of religious teaching. The subject and the method may in both cases be identical, and in either case the instruction may be, in a high sense of the word, religious. But let the imagination be called into action, and let us not be satisfied till by its help we have brought the moral world to light,—that world a knowledge of which, as truly as of the physical world, awakens within us feelings of reverence, and inclines us to a life of religious obedience.

In conclusion, I would make one or two remarks. Several books have lately appeared containing schemes and sketches of ethical lessons. It is to be regretted that a few of these books indicate a tendency to bring into undue prominence certain rewards of good conduct—rewards of a comparatively unselfish kind, but still such as would spoil the simplicity of motives, and hinder true rectitude of heart. The motto for all moral teaching should be, *Fais ce que dois, advienne que pourra!* (Do what is right, come what will); and we show a want of faith in the moral nature of those to be taught if we encourage them to peep round the corner before they act, to see who or what is in the road. Some of the books published are, however, very suggestive, and it is to be hoped that they will pass into frequent use. But more than books good teachers are needed. The idea is too prevalent that these lessons can be imparted after the teacher has given a mere glance at the subject. On the contrary, they require hard preparatory work. Moreover, ethical teaching has its special difficulties, and demands exceptional qualifications in any who would excel in it. At present it has been pushed out of the way to make room for many other studies, but if once it were encouraged by those who influence the course of education, probably an abundance of this kind of teaching power would come to light. I think no class of society should be excluded from the advantage of moral instruction. If one class seems to want it *most*, we may yet almost say that every other class wants it *more still*. And until we take the moral faculties fully into consideration, as well as the intellectual and the physical, we cannot attain to that harmony of training at which we are beginning to aim.—*Paper read at the "Social Science Congress," Brighton, by MISS E. A. MANNING.*

NOTES ON THE ART OF EDUCATION.

1.—METHODS OF PUNISHMENT.

We have heard a great deal lately about the Science of Education, and not much about the Art. Now it seems to me that the latter is at present the more important of the two. For unquestionably the science is not an *a priori* one, not one founded on a few axioms

and postulates, and readily deducible therefrom, but consists of general inferences from observed results: and these results are to be furnished by those who are practically engaged in the art. Again, any rules of the art are capable of being immediately tested by the experience of thousands of teachers, whereas some of the statements of the science seem to be in the clouds, and not to admit of an unqualified assent or unqualified denial.

Personally I should so like to see papers on branches of the art of Education written in your pages that I venture to send you these experiences of my own on one of these branches, and call the paper No. 1, in the hope that some one else will contribute Nos. 2 and 3, &c.

One more word by way of preface.

I believe there is a personal element in the art that cannot be altogether eliminated. My friend A uses a method which I cannot use, and conversely. Methods, even in trifles, are the expression of a teacher himself, and must be his own; not necessarily his own invention; but congenial, adapted, assimilated. You cannot lay down a set of rules such that if a teacher conformed to them he would be a good teacher, because you cannot touch his individuality, which is the most important thing about him. Hence this paper is only suggestive, and will only be of use to those who in various points are like me. A young master may read this, and one or two paragraphs may strike him as useful; and the rest is inapplicable to him. That is all I hope for. And even the suggestions of those paragraphs he will reproduce not in the same, but in a different form.

1. *Defects in Work.*—Boys come in with their lessons lazily learnt, or shirked. What is to be done? If possible let the penalty be immediate; let the work be finished then and there, before the boy leaves the room. The punishment ought to be that the work is done at an inconvenient time, if he has failed to do it at a convenient time. The greatest deterrent is *certainly* of the work being required. It is in boy-nature gladly to run risk of a heavy punishment, but not in boy-nature to meet the inevitably recurring exaction of the work whenever it is neglected. The principle of least action comes in. It is less trouble to do it at the right time. Small payments but quick returns, and above all no bad debts, should be the teacher's motto.

In this matter few things are more difficult than to distinguish between idleness and incapacity, or rather between the avoidable idleness in preparing that particular lesson, and the general feebleness and inattention which years of imperfect attention and work have rivetted on the boy. For this no rules can be given: it depends on quick sympathy; on the interpretation of a face, of a tone; on the knowledge of character of some at any rate of the class. To some extent, too, it depends on experience derived from what former classes have found difficult. "Please, Sir, I can't

understand it;" "I tried a whole hour, and didn't get anything done," and so on. I accept these unhesitatingly, as exempting from blame, but of course not from doing the work. "Very well: when can you come to my study and go over it with me? Shall we say three this afternoon?" and we choose finally some time that suits him.

What is absolutely essential in the matter is that the boy should feel that his learning the lesson is in your eyes paramount to everything else.

2. *Inattention*.—There are some boys whose attention is always wandering, and it is not easy to know what to do with them, even for an experienced and good master. I assume that the form is in first-rate order as a whole, and that these are exceptions. I find the best plan to say a private word to such boys at the beginning of a lesson: even a look to say that you don't forget them, and that you will have an eye on them, is enough, specially if followed by a word or two, now and then, at the end of a lesson—of praise if possible, of blame if necessary. Such boys need help against a fault; and not once only, but day by day for term after term.

When inattention amounts to misbehaviour, throwing paper about, kicking his neighbour's shins, &c., then he must be victimized. "Up on your hind legs, Jones," and if you keep him there for some time this will probably be enough.

3. *Being Late*.—I am not sure on this matter whether it is, or is not, better to make an iron rule to accept no excuses whatever, and to set lines whenever a boy is late. I have tried both plans, and incline to having no such rule. I forgive them when it is plainly accident, though accidents do happen more frequently to some than to others; I forgive when it is exceptional, even though the boy pleads no excuse except that he did not know it was so late. And I think it is easy to prevent unpunctuality becoming habitual even with this mild régime. Very much depends on the master's punctuality. If he is often five minutes late, no wonder that boys run the chance of his being late on some particular occasion. But if he is absolutely punctual they soon adopt his habits. No plan is more ruinous than to be a little late in the hope that they will all be there before you, which seems to be the plan some masters try, and adopt for years together.

There are exceptionally unpunctual boys; and it is a fault one is bound to cure. I cured the worst case that I ever knew, one S —, by requiring cash payments. In other words, he had to bring 100 lines, ready written, into every lesson with him. If he came in late, I took the lines; and then he had to prepare another 100 for the next lesson. The absurdity of coming up and paying me the 100 lines in presence of the whole class for coming in two minutes late at last struck him, and as long as he stayed here he was late no more. Not that it finally cured him. I heard one day, after he had left, from one of his friends; he told me that S — was at a little village on

the railway between Rome and Florence, and likely to remain there. "There was only one train a day that stopped there, and he was always late for it."

4. *Unfairness and Falschood*.—As a rule this is best dealt with privately, and not before the class. I assume of course that the fault is not so common that it is necessary to make punishment deterrent, and that you need only consider what is best for the boy himself. But when others are wronged by the act, as by copying in an examination, or using any unfair means to obtain marks, it must be treated as an offence against honour, and publicly punished; not by lines, or by any conventional punishment; but by disgrace in some temporary form, loss of marks, sitting apart from the rest in examination, having his name left out in the printed list of the form, &c., loss of promotion. Also if B gets A to help him unfairly A must be treated in just the same manner as B. Not long ago B came imploring that he might bear the whole punishment, urging that he had made A help him; that he would willingly be flogged if A might not lose his promotion; but it would not do. Boys must learn that their sins are not visited on their own heads, only, and that they cannot circumscribe the effects of a deed.

5. *Lawlessness*.—There are some high-spirited lads who will break rules and chance it. One of the finest boys I ever had came to me with the worst of bad characters from a preparatory school, where he had been a great offender, and badly managed. Devotion to natural history, and the simple love of daring, led him into many scrapes, and brought many lines on his head; but I am happy to think that he never felt himself a black sheep. The rascal had a gun at school for two years, which he kept somewhere out of the house, I suspect at a certain mill; but I could never get a sight of it, or undeniable proofs of its existence. He certainly brought me rare birds, very well shot, but he always showed me his catapult as his weapon. There was rather a twinkle in his eye one day as he showed me a rare kind of duck he had brought down flying—with a catapult. He is now a thoroughly well-trained and scientific young traveller, and if he lives we shall hear of him again.

6. *Indiscipline*.—What is to be done by a master who cannot keep order? In every school there are some such weak vessels: the boys play tricks; cut his shoestrings, bring in cats or butterflies; throw paper darts about; rush out with a noise, &c. I do not know: the fault is plainly his, and he must begin with himself. But general punishments are unquestionably wrong. I have known a man under these circumstances set 34,000 lines before breakfast one morning; 1,000 lines apiece to every boy in his form. Such a punishment only makes matters worse, it is needless to say, whether it is done or not. General blame and scolding is equally undesirable. A master becomes irritated at the denseness, the inattention, the bad manners of a form; and I have known such a one say sharply that they were all ignorant and did not wish to

learn. A whisper was audible, 'You would not say that unless you hated us.' No, the master must fortify himself with stores of good-humour, loving-kindness, and sympathy, and bite his tongue out rather than say a bitter thing or set a hasty punishment. He must make the class feel that his duty of teaching them may be made more difficult by themselves, but cannot be dispensed with; and if they are troublesome it will take him and them longer to get through their duty: the difficulty is to be neither vindictive nor cross.

There is one method, a very bad one, to punish by loss of marks, and so to bribe boys to be quiet. This they always see through.

One or two general remarks may be added.

I believe it is always unwise, or very nearly always, to reprove before the whole class *during lesson hours*. If circumstances make it necessary to speak before all, wait till the lesson is over; the teaching time is not to be sacrificed.

Satirical remarks seem to me nearly always to do harm; the only exception that occurs to me is when some young gentleman gives himself airs and is concoited. He is perhaps the better for a touch of the lash, but it is the most dangerous weapon to use. To use it on stupidity is a crime as well as a folly.

To let lines and punishments accumulate on a boy is to be carefully avoided. An unfortunate and careless boy may get into hopeless arrears, and have everything doubled for not being done at the right time. And when the boy is in the hands of several masters at the same time, and by getting into difficulties with one is thrown into fresh difficulties with another, his work may be destroyed for a week without any one master being conscious that he is to blame. The only security I know of against this is the plan that I proceed to explain—not a new one—which works admirably.

All impositions must be written on one kind of paper procurable only from the boy's form master or tutor at a special hour, say after recess, and the sheets must be signed with the master's initials, date, and the number of lines given out. (1) This secures to us that every boy has to report himself, whenever he gets lines, to his special care-taker. This alone is an excellent deterrent. A boy hates to come and ask for 50 lines for being late, day after day; or to confess that he has got 200 lines for being impertinent to Mr.—. (2) It is a complete guarantee against the undue crowding of impositions, as the tutor need not give out more paper than he knows the boy has leisure to cover. (3) It secures that the impositions shall be done at the right times, and (4) it is an excellent check on masters. Every master knows that he is reporting himself as having set lines. No master dare set 34,000 lines now before breakfast. The practical effect of the introduction of such a rule is to cut down impositions to a quarter, at most, of what they were. I do not think this plan can be too strongly recommended. It has educated some masters, as well as spared many boys.

There is another mistake that masters, as well as juries, will

sometimes commit. A boy is charged with a very grave offence, say copying in an examination; but the evidence is not quite convincing. In such a case I have known a master inflict a punishment proportionate not to the crime, but to the *degree of evidence* that the crime was committed; take away his marks from the paper for example, but not make him lose his promotion. It is as if a man is charged with murder, and when the case for identity breaks down the judge sentences him to six months' imprisonment with hard labour. This when broadly stated is a plain blunder, but it is one that is easy to commit, and highly injurious.

After all, as I reflect on what is just written, the real difficulty of the question is hardly touched. If one is a martinet, and listens to no reason, the boys suffer in time and temper, and a wrong relation is set up. On the other hand, if one is not inexorable, the door is open to excuse-making, to partiality, to unpunctuality, and bad work and discipline of every kind. And yet there is a mean, that many a man hits. The best masters I know set very few punishments, and yet have everything in the highest order, and have their own minds, and that of their classes, set on the work without even a momentary distraction. This is the real achievement, to have order so instinctive and universal that a breach of it should be extremely unlikely, and suppressible with an eyebrow or a finger. And it is plain that this art may be acquired by some men who fail at first from want of judgment and temper and insight, by the simple process of always keeping it in mind, and being careful and deliberate, without sacrificing their standard of requirements.

There are one or two methods of punishment that I should much like to see reports of, viz. Drill, Punishment Schools, and Caning. Each has its merits and its demerits.

ANON.

ON THE TRAINING OF YOUNG TEACHERS.

(Concluded from page 141.)

One of the great lessons of life—a lesson so important that we are wise only so far as we have learnt it—is that things are not what they seem, and that we must look, not to what is seen, but to what is not seen. And this great truth has a special application in the schoolroom. We all know what our work seems to us, what our pupils seem to us, when we are jaded with hour after hour of toil and worry. But if we give ourselves, as we are in duty bound, proper seasons of thought and study, we rise to a higher level, and see things very differently. In the schoolroom we have perhaps got to think of boys as the drill-sergeant thinks of his recruits. The only difference he can find in them is that some pick up the goose-step much faster than others; and the only difference we can see in our pupils is that some don't talk and know their grammar, and that others do talk and don't learn. But when we think of the things

not seen we find we have to do with much more complex beings than we supposed. The title "many-sided" is kept as a special honour for the great Goethe, and yet it might in a sense be applied to the ordinary schoolboy. The boy is a son, and on this side he has a whole world of feelings and affections connected with his home. Then, again, he is (at least I myself am inclined to believe it) a *thinking* being, who will not, indeed, think just at the time and on the subjects you desire, but who nevertheless speculates habitually about the problems of his daily life, and the characters of his superiors and associates. Then, again, he is the schoolboy proper, with his tendency to shirk his work and throw heart and soul into his play, with his proneness to bullying, deceit, and false shame, and to coarseness in thought and language. Again, he has a spiritual nature which impels him to seek improvement, and frame many an earnest prayer and good resolution. All these different and apparently conflicting characters are combined in the boy who seems to you a mere repeater of Latin grammar. If we are to be worthy of our calling, then, we must look to the things that are not seen; and in doing this good books will help us.

There are a great number of interesting problems connected with education, and every teacher should be an inquirer and investigator. Books are useful here in pointing out the problems before us. To take an instance. Mr. Eve, in his excellent paper on the training of the teacher, has remarked that young teachers mostly seek to stimulate, and neglect accuracy; old teachers think of accuracy, and neglect stimulus. Here is a very difficult and important problem: How are we to keep to the same ground long enough to secure accuracy, and at the same time keep our pupils interested, as they are interested, by novelty?

This and many more problems are not to be settled off-hand; but books can put them before the teacher, and then leave him to investigate for himself.

In conclusion, I would urge the same point I began with: avoid the descent into routine which must follow from overwork. Let the young teacher have time to make an intelligent study of his profession; let him keep his eyes and his mind open, and believe in the possibilities of his calling. School-teaching certainly may be dull and monotonous; it may also afford infinite variety and life-long discovery. And this vast difference depends very much on the road in which the young teacher is started. If the young teacher is left to find the way for himself, if we do nothing for him and require everything from him, he will almost inevitably settle down into the mere mechanical worker, whose real life, with all its interests and pleasures, has no connection with his calling. But if we give him our guidance, and still more our sympathy, when he comes fresh to his work with a belief in its possibilities, we may develope in him a spirit of enthusiasm powerful enough to resist for his whole life the stifling atmosphere of the schoolroom.

DEPARTMENTAL NOTICES.

Travelling Allowances of Ministerial Officers in receipt of daily Batta.

NOTIFICATION.

The subjoined Government Resolution, No. 2152, dated 17th May 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

8th June 1876.

Batta.

No. 2152.

FINANCIAL DEPARTMENT.

Bombay Castle, 17th May 1876.

Letter from the Government of India, Financial Department, No. 2428, dated 29th April 1876:—

In reply to your letter No. 1154, dated 8th March 1876, I am directed to say that, in supersession of the orders contained in the letter from the Government of India No. 3210 dated 29th December 1875, the Governor General in Council is pleased to sanction the continuance of the practice obtaining in Bombay of allowing railway fare in addition to Batta, at the regulated rate, to a ministerial officer on a pay of Rs. 50 a month and upwards travelling on public duty, and when he has to travel partly by rail and partly by road on the same day.

RESOLUTION.—Copies of the above letter to be forwarded for the information and guidance of the Accountant General, and all Heads of Offices under the several departments of the Secretariat, in supersession of Government Resolution No. 165* dated 12th January 1876.

E. W. RAVESCROFT,

Acting Chief Secretary to Government.

To the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT;
all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT.

* Vide Record of February last, page 46.—Ed.

*Audit of Expenditure in Law Charges in Suits connected
with Government.*

NOTIFICATION.

The subjoined Government Resolution, No. 3244 dated 1st instant, Revenue Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
16th June 1876.*

No. 3244.

REVENUE DEPARTMENT.

Bombay Castle, 1st June 1876.

Letter from the Accountant General No. ^{A. L.} 2798, dated 23rd May 1876—Inquiring, with reference to Government Resolution No. 3399, dated 16th June 1875, whether it is intended that his office should exercise a check over expenditure incurred for law charges in suits connected with Government in cases in which the sanction of Government is not communicated to his office, or whether the check is to be left to the officers countersigning the Bills in which the charges appear.

RESOLUTION.—When expenditure is incurred for law charges the sanction of Government should always be communicated to the Accountant General, who should exercise the same supervision over these charges as he does over all other charges.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the ACCOUNTANT GENERAL; the REVENUE COMMISSIONER, N. D.; the REVENUE COMMISSIONER, S. D.; all DEPARTMENTS of the SECRETARIAT.

Breaks of Service and Pensions.

NOTIFICATION.

The subjoined Government Circular, No. 2430 dated 6th instant, Financial Department, is published for the information and guidance of Educational Officers.

2. The Return called for should be submitted at an early date.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
20th June 1876.*

CIRCULAR.

No. 2430 OF 1876.

FINANCIAL DEPARTMENT.

Bombay Castle, 6th June 1876.

RESOLUTION OF GOVERNMENT.

Cases have recently come to the notice of Government of individuals in which it has been held by the Account Department that "absence without leave" for one day, which occurred many years ago, constituted a break of service, and deprived the men of their claims to pension. The attention of all Heads of Departments is therefore drawn to the requirements of Section 44 (a), Chapter X. of the Civil Pension Code, Second Edition, and they are requested to submit to Government returns, with full particulars, of the members of their establishments against whom "absence without leave" has been recorded.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM 16TH MAY TO 15TH JUNE 1876.

- 20th May 1876.—Mr. Madhavlal Harilal Desai, F.E.A., is appointed substantive *pro tem*. Fifth Assistant Master, Ahmedabad High School, *vice* Mr. Dhirajram, on leave.
- 20th May 1876.—One year's leave, without pay, is granted to Mr. Shriniwas Narashing Mudholekar, Third Assistant Master, Dharwar High School.
- 20th May 1876.—Two months' privilege leave is granted to Mr. Ramji Hari Agashé, Assistant Deputy Educational Inspector, Tanna Sub-Division.
- 23rd May 1876.—A month's privilege leave is granted to Mr. Ganesham Nadkarani, Deputy Educational Inspector, Marathi Schools, Bombay.

- 23rd May 1876.—Mr. Pragji Valabhram Naik, Sub-Deputy Educational Inspector of Gohilwad Prant, in Kattywar, is appointed Assistant Deputy Educational Inspector, Kaira and Ahmedabad.
- 23rd May 1876.—Mr. Kanhaiyalal Girdharlal Dhru, Sub-Deputy Educational Inspector, Hallar Prant, is appointed Sub-Deputy Educational Inspector, Gohilwad Prant, in Kattywar.
- 23rd May 1876.—Mr. Harivalabh Mulji, Assistant Deputy Educational Inspector, Kaira and Ahmedabad, is appointed Sub-Deputy Educational Inspector, Hallar Prant.
- 30th May 1876.—Maye Thain, Assistant Mistress, Female Normal School, Hyderabad, is appointed Head Mistress in the same school, from 21st February to 27th March 1876 inclusive.
- 31st May 1876.—Twenty-five days' leave, without pay, granted by the Educational Inspector, Central Division, to the Head Master, First Grade Anglo-Vernacular School, Alibag, is confirmed.
- 5th June 1876.—Mr. Mahadeo Trimbak Chiplunkar is appointed a Fellow in the Poona Civil Engineering College from the 17th April till the 31st December 1876.
- 5th June 1876.—Mr. Ramchandra Anant Keshkamat is appointed as a temporary measure a Fellow in the Poona Civil Engineering College, *vice* Mr. Chiplunkar, promoted.
- 5th June 1876.—Mr. Appaji Baburao Devekar is appointed Acting Assistant Deputy Educational Inspector, Belgaum and Kaladgi Sub-Division.
- 12th June 1876.—The appointment of Mr. Ganpat Sadashiv Rao as Acting First Assistant Master, Dhulia High School, is cancelled.
- 12th June 1876.—Mr. Narayen Vinayek Sathé, First Assistant Master, Poona High School, is appointed Acting Head Master, Dhulia High School, *vice* Mr. Kané, on sick leave.
- 12th June 1876.—Mr. Kashinath Ganesh Kelkar, B.A., is appointed Acting First Assistant Master, Dhulia High School, *vice* Mr. Sathé, transferred to Tanna.
- 15th June 1876.—A month's sick leave is granted to Mr. S. R. Heremath, Canarese Teacher, Belgaum High School.
- 15th June 1876.—Mr. Shivaradrya M. Pandit is appointed Acting Canarese Teacher in the Belgaum High School during the absence of Mr. Heremath.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

19th June 1876.

THE
Bombay Educational Record.

No. 8.]

AUGUST 1, 1876.

[Vol. XII.]

THE MONTH.

WE understand that in all probability the Rev. Messrs. Stothert and Hamilton, and Profs. Peterson and Kirkham, will examine in English at the next Matriculation Examination, to be held in November.

WE are glad to notice that Madras has at last taken her turn in winning a Gilchrist Scholarship. One Bombay candidate, Mr. W. C. Corkery, of Elphinstone College, received "creditable mention" by the Examiners. The second scholarship was won by Bengal.

It has been notified for general information that the Latin subjects for the Gilchrist Scholarship Examination of 1878 will be Cicero de Amicitia, with the first of the Catilinarian Orations.

THE following flattering description of the early student days of a gentleman whom we all know, which we extract from a recently published work by an American Professor, Mr. J. M. Hart, on "German Universities," will be read with interest. Prof. Hart, we may remark, spent three years at Göttingen, and formed the highest possible estimate of the German University system. "Perhaps," Mr. Hart says in his chapter on "Students," the reader would like to know what I mean by a 'first-rate.' In my third semester I became acquainted with a young Dr. B—, who had been out of the University three years. He was then barely in his twenty-sixth year. In addition to his uncommon attainments in Greek and Latin, he had passed a year in France and two years in England. He spoke English and French with perfect fluency and precision, and could maintain a conversation in Italian and Spanish. He was a favorite pupil of

Ewald in Persian, Hebrew, and Arabic, and, as Benfey assured me, was the most promising young Sanskrit scholar of Germany. Soon after I made his acquaintance, he was appointed Professor of Oriental Languages at Queen's College, Bombay, through the influence of Max Müller. In less than a year after entering on the duties of his professorship, he inaugurated the publication of a long and carefully edited series of valuable Sanskrit texts. He was in all respects what we call a 'driver,' a man who knows no rest." It is satisfactory to know that the Doctor has sustained his early reputation, and continues to be a "driver" still.

THE *Calcutta Review* is now edited by Mr. E. Lethbridge, an able member of the Bengal Educational Service.

THE *Englishman* of Calcutta, in an interesting article on the *personnel* of the various Indian Education Services, based upon the lists which we published in our May Number, says that "it is worthy of remark that the Bombay Department, though so much smaller than that of Bengal, appears to have been of late much more popular," and expresses the opinion that the gentlemen enlisted in the Bombay Service since the accession of Mr. Chatfield to the Directorship have generally been of higher academical standing than those obtained of late by Mr. Woodrow for Bengal.

THE Rev. Dr. Jardine, formerly of Bombay, but now Principal of the Free Church Mission College at Calcutta, has written a series of eighteen letters addressed to the English-speaking young men of India on the subject of Religion. Dr. Jardine is the author of "The Psychology of Cognition," and is well known for his wide and accurate acquaintance with both European and Hindu Philosophy. We may anticipate, therefore, that this series of letters will be unusually able and instructive. The subscription for a single copy of the full series will be 8 as., reductions being made for larger numbers. Dr. Jardine's address is 19, Cornwallis Square, Calcutta.

It is said that Professor Whitney, the American Sanskritist, intends to visit India, to prosecute researches in connection with a philological work on Aryan Affinities.

THE Volney prize at the Institute of France for the best philological work published during the year has been awarded to Professor R. C. Childers for his Dictionary of the Pali Language.

THE *Pall Mall Gazette* says:—"We have reason to believe that the Government have determined to spare no effort to carry the Education Bill this session." We mentioned the chief provisions of this measure last month. It is meeting with considerable opposition in several quarters.

THE same journal notices in its peculiar vein of humour an American invention—a "joggle" detector for school children. "Joggling," our readers may know, is the school-boy trick of jostling or nudging. The inventor arranges each seat in such a way that if one boy reaches hand or foot to joggle another, he completes an electric circuit and cannot withdraw the guilty limb till he is released by the teacher. We expect next to hear of a surgical instrument for injecting into school-boys fluid extract of irregular verbs.

OWING to the numerous and important Departmental Notices this month, we are obliged to hold over several communications of interest.

CLASS MATCHES.

The following brief paper, which contains some excellent hints for diversifying and increasing the usefulness of class matches, is by an experienced English schoolmaster:—

I have long been in the habit of having class matches in my school. Each Saturday morning is devoted to one, the subjects being varied in regular order.

As regards spelling, the following are the rules at present in force amongst my pupils:—

(i.) Two sides are chosen from the whole school, two of the senior boys being the choosers, and each pair of boys chosen being rivals, the one to the other.

(ii.) Each boy chooses about six words, which he writes on a piece of card, and which words it is his duty to learn to spell correctly himself, and of the meaning of which he must also be able to render to his rival a clear and correct explanation. Failing to do this, his rival counts a mark at the match. Each boy having selected

ed his words, it is his duty to take his list to his captain, who decides whether the words are suitable, whether his boy can spell and explain them, and who also sees that the same word is not proposed by more than one boy on his side. All this having been done, the words are then brought to me on the day before the match, and I exercise a further censorship over them, and in the event of any word being disallowed by me I myself propose its substitute. This places the disallowed boy at a disadvantage as to the spelling and meaning of his word, and thus both he and his captain learn to exercise great caution as to the choice of suitable words. The standard of the senior boys is any ordinary word in the school dictionary; that of the lower classes, any word found in their respective class reading books.

(iii.) The day of the match being come, the boys are arranged in two long lines, each pair of rivals being *vis-à-vis*. I then ask the captain of side B the first word proposed by his rival of side A, and *vice versa*, proceeding thus down the entire line, and continuing the rounds in the same order as long as time allows. Each boy on being asked his word may challenge his interrogator to explain it, and if the latter fail to do so, the challenged may count his mark without further trouble; a boy also counts a mark if he and his interrogator both fail to spell the given word.

(iv.) The winning side leave school half an hour earlier than the losers, either on the next Monday or on the next succeeding fine day.

Such is the usual order of our spelling matches, but we occasionally vary them as follows:—First variation: each boy *spells* his word to his rival and requires the latter to explain its *meaning*. Second variation: each boy spells a word to his rival and requires the latter to spell to him (a) a word of contrary or opposite meaning, (b) a word synonymous to the given word. Third variation: I myself propose the words, one word to a boy on either side alternately, and the respondent counts a mark if he spells the word rightly, or if some boy on the other side fails immediately to detect any error the speller may have made. This mode of conducting the match has the advantage of keeping the attention of all the boys continually on the *qui vive*. Fourth variation: the ordinary Spelling Bee. This I have tried once, but it has the great drawback of leaving so many boys with absolutely nothing to do as soon as they are ruled out of the Bee. Fifth variation: I spell a word incorrectly and require the boys in turn to correct me. This plan also I have tried only once, and I do not think well of it; it has a tendency to mislead and confuse the younger boys. There are many other variations of which the spelling match is capable, notably one suggested by one of the comic papers—that of writing a word on the blackboard and requiring the competitors to pronounce it. I have not tried this variation, but I think it has advantages. Especially it would expose such errors as “singin” for singing, “drowing-room” for drawing-room, “gownd” for gown, “anythink” for anything, etc.; also

such a mistake as that of the boy who brought to me lately an exercise in which he described the "on" in joyous as a "false diphthong." But in order to be effective this method would entail a considerable strain on the teacher's attention, and for some words would require a very nice ear on his part.

With respect to matches in mental arithmetic, I find it necessary to give all the questions myself; but otherwise I make very little difference in the conduct of these matches and those in spelling. The chief rule different from those given in the spelling match is that I ask one question to each *pair* of rivals, instead of to each individual boy. Then the boy who answers the sooner of the two scores the mark. My object in this is to induce quickness as well as correctness in calculating. The correctness is also provided for by the proviso that the same boy is not to answer the question twice. As soon as each boy has answered incorrectly, I give the proper answer, working the question aloud to show the method of solution. I have tried the effect of giving each question to be competed for by *any one* on either side; but this plan failed signally, all the replies being given by six or eight boys, and the whole of the others soon becoming listless and inattentive.

The chief dangers to be avoided in these matches are—(i.) The risk of all the interest being confined to a few of the best boys; (ii.) The choice by the boys of useless or improper questions; (iii.) The risk of the matches degenerating into mere amusement, without any educative value; (iv.) A coalition among rivals to give each other easy questions. I have endeavoured to point out the ways of obviating these dangers, as each claimed notice, in the explanations given above.

DEPARTMENTAL NOTICES.

Nominal Lists of Uncovenanted Civilians entitled to the benefits of the more favourable Leave Rules.

NOTIFICATION.

The subjoined Government Resolution, No. 2546, dated 14th ultimo, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

1st July 1876.

No. 2546.

EXTRACT from the Proceedings of the Government of Bombay in the Financial Department, dated 14th June 1876.

Read the following despatch from the Secretary of State for India to the Government of India, No. 48, dated 10th February 1876:—

MY LORD,

Paragraph 1. I have considered in Council your Financial letter, dated the 29th January 1875, No. 39, on the subject of the Leave Rules of the Uncovenanted Service.

2. You therein state that you have some doubts as to the intentions of the Duke of Argyll, and as to the manner in which effect should be given to His Grace's instructions; that nearly all the offices in the Uncovenanted Service are such as may, under certain circumstances, be "fitly held by natives," and that, consequently, if you were to adopt a principle of selection, which would be most in accordance with the instructions received by you, the logical conclusion would be that no members of the Service should be admitted to the favourable rules.

3. You consider that the rigid adoption of the principle that the present holders of offices to which natives could fitly be appointed should not be admitted to the benefits of the favourable rules would cause not unreasonable dissatisfaction, and you are of opinion that some limit, of a more or less arbitrary nature, as to the position of those to whom those rules should be extended, will have to be laid down.

4. You therefore forward nominal lists, which you state to be complete, of all those officers of the Uncovenanted Service who come within the category set forth in Schedule A of the Civil Leave Code, and request me to determine the principle on which admission to the favourable Leave Rules shall be regulated.

5. With your Financial letter, dated the 30th September 1875, No. 346, you forwarded, in continuation of the list already referred to, a list of officers of the Accounts Branch of the Public Works Department whom you proposed to admit to the more favourable rules.

6. The instructions conveyed to your Government in the Financial despatches dated the 10th March 1870 and the 6th December 1871 appear to me to leave no doubt as to the intentions of the Duke of Argyll on this subject.

7. In the former despatch the Duke of Argyll assented to the favourable rules "proposed for holders of offices now held by English gentlemen," with certain modifications, and desired "that they be declared applicable from this date only to officers of the Education Department appointed from England, and to such others of those now actually in the Service as you may think fit to include in a nominal list for that purpose, to be submitted for my approval." His Grace also stated that the second set of Rules proposed "for all other classes of the Uncovenanted Service would, for the present, apply to all Uncovenanted Servants not entitled to the benefits of the first set of Rules, and hereafter to all Uncovenanted Servants who may not have been appointed from England."

8. In paragraph 7 of the latter despatch the Duke of Argyll extended the benefits of the first set of Rules to "those Uncovenanted

Servants appointed in England to offices for which they had special qualifications, and "to those Europeans who, for special reasons, may have been, or, with my sanction, may be hereafter, appointed in India to certain exceptional posts;" and His Grace added, "but, in order to confine these privileges within reasonable limits, I must again request that you will furnish me with a nominal list of the officers who appear to you to come within the description referred to in my Financial despatch, dated the 10th March 1870, No. 84."

9. The Duke of Argyll concluded*—"The principle which Her Majesty's Government have steadily kept in view throughout the discussion on these Furlough Rules is, that the Uncovenanted Service should be principally reserved for the natives of the country, and that superior appointments, which require English training and experience, should be made, as heretofore, from England; and they look with great disfavour on the system, which appears to be growing up in India, of appointing Englishmen in India to situations that ought only, as a rule, to be filled by Civilians, who have gained their position by open competition. I trust that the views I have now expressed will put a stop to the above practice."

10. In the views expressed by the Duke of Argyll in those despatches I concur.

11. In respect, therefore, to the future, I request that it may clearly be understood that the less favourable Leave Rules will be applicable to all Uncovenanted Servants appointed after the year 1871, unless—

(1) They have been appointed in England.

(2) They have been appointed in India with the sanction of the Secretary of State.

It remains to specify in detail the reasonable concessions which, in accordance with the intimation made by the Duke of Argyll, I am willing to grant to certain of your Uncovenanted Servants who now hold, and at the date of His Grace's despatch held, appointments in the Uncovenanted Service. It is to be understood that the instructions contained in the remainder of this despatch apply only to them.

12. I have not within my reach the information necessary to enable me to select individual officers according to their merit, or according to the peculiar circumstances of their appointment. In the absence of any such principle of choice, it will be expedient to shape the proposed concessions in such a manner as to harmonize with the policy which has been laid down for the future. Without going so far as to assent to your Excellency's opinion that "if the whole of the classes enumerated in Schedule A are admitted to the new rules the concession must be extended to the future," I am quite sensible of the difficulty which would attend any attempt to enforce, in respect to the future, a system contrasting violently with

that which shall be adopted in respect to present incumbents. It will be, on this ground, expedient to apply a different mode of treatment to the present incumbents of those offices which will, in future, so far as they are continued, certainly be filled up, as a rule, from England, and those which may possibly continue to be filled in India. The Uncovenanted Service of the Public Works Department,—except so far as it is recruited from students educated at the Indian Civil Engineering Colleges, which were specially designed for the natives of the country,—will ordinarily in the future be supplied from Cooper's Hill. The Forest Service will, in like manner, and with, possibly, an analogous exception, consist of candidates prepared in Europe under the system established by Dr. Brandis. The limited opportunity which exists in India for obtaining men of scientific training furnishes an obvious reason for confining, as a general rule, to persons selected in England the higher grades of the Telegraph and Geological Survey Departments. It has already been determined that the higher Educational Officers shall be selected here. On the other hand, the officers on the present establishment at Mysore only exist for a temporary purpose. A similar consideration applies to the arrangement under which the small number of Uncovenanted Marine and Medical Officers are at present appointed. To all these officers, as occupying posts which, so far as they are filled up by Englishmen at all, will in the future be ordinarily filled up in England, I see no difficulty in extending without restriction the concessions contemplated by the Duke of Argyll.

13. The following Officers, therefore, named in the enclosure to your despatch of 29th January 1875, may be immediately admitted to the more favourable Leave Rules :—

The 274 Officers, under the Government of India, included in Section D.

The 30 Officers, under the Government of India, included in Sub-sections 4 and 6 of Section E.

The 20 Officers, under the Government of Madras, included in Sub-section 2 of Section B.

The 19 Officers, under the Government of Bombay, included in Sub-section 2 of Section C, and four Forest Officers in Sub-section 1 of the same Section.

The 10 Officers, employed in Mysore, included in Section I.

The Educational Officers, the Officers of the Marine Department who have served in the Indian Navy or Bengal Marine, and the Medical Officers named in the lists transmitted by the Government of India.

The three Medical Officers of the Persian Telegraph Service, as recommended in your Financial letter, dated the 26th February 1875, No. 79.

A nominal list of all the above Officers is annexed to this despatch.

14. Of the remaining Officers named in your lists, the greater

part are filling posts which do not require preliminary technical education, and which in future, if not held by natives, will be occupied partly by Covenanted Civil Servants, or by Uncovenanted Servants specially selected, with the sanction of the Secretary of State, according to the principles adverted to in paragraph 11 of this despatch. Adopting, therefore, with regard to this class of Officers, your suggestion that, as respects existing incumbents an arbitrary limit must be, to some extent, applied to them, I sanction the extension of the more favourable rules to such of the above-mentioned Officers named in your lists as are now in the receipt of salaries of not less than Rs. 6,000 per annum, and I request that a list of the persons to whom this will apply may be forwarded for record in this office.

15. I observe that your lists do not include any of the Officers employed in the higher appointments of the Andamans. You may, perhaps, desire to correct the omission, and possibly other similar omissions; if so, I will gladly consider any recommendations you may make.

OFFICERS UNDER LOCAL GOVERNMENTS AND ADMINISTRATIONS.

BOMBAY.

Public Works Department.

Name.	Present Appointment.
1. J. H. E. Hart	Architectural Executive Engineer and Surveyor.
2. F. R. Griffith	Executive Engineer, 1st Grade.
3. G. T. Molecey	Executive Engineer, 3rd Grade.
4. S. Doig	Assistant Engineer, 1st Grade.
5. F. Dresser	Assistant Engineer, 1st Grade.
6. H. G. Palliser	Assistant Engineer, 1st Grade.
7. H. N. C. Cloete	Assistant Engineer, 1st Grade.
8. A. G. L. Raitt	Assistant Engineer, 3rd Grade.
9. J. Adams	Assistant Engineer, 2nd Grade.
10. C. L. Yeats	Assistant Secretary to Government.
11. C. J. Shaw	Superintending Engineer.
12. W. S. Buyers	Resident Engineer and Executive Engineer, 2nd Grade.
13. J. Conder	Resident Engineer and Executive Engineer, 2nd Grade.
14. E. H. Hallum	Engineer, 4th Grade.
15. R. J. Shannon	Assistant Engineer, 1st Grade.
16. R. Davies	Assistant Engineer, 1st Grade.
17. H. P. Marreco	Assistant Engineer, 2nd Grade.
18. C. Brereton	Assistant Engineer, 3rd Grade.
19. E. J. McCudden	Assistant Engineer, 3rd Grade.

Name.	Present Appointment.
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Forest Officers.

1. H. Barrett	Deputy Conservator of Forests, 2nd Grade, in Canara.
2. W. A. Fenner	Conservator of Forests in Sind.
3. W. S. Hexton	Assistant Conservator of Forests, 2nd Grade, in Sind.
4. A. T. Shuttleworth.....	Conservator of Forests, N. D.

Educational Officers.

T. Cooke, M.A.	Principal of the Poona Civil Engineering College, Bombay.
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Officers in the Marine Department who have served in the Indian Navy.

G. T. Robinson	Superintendent of Marine and Dockyard, and Resident Transport Officer, Bombay.
W. L. Searle	Marine Storekeeper, Bombay.
G. O'B. Carew	Dockmaster, Bombay.
G. Ingle	Secretary to Superintendent of Marine and of the Dockyard, Bombay.
H. Morland.....	Agent for Transports and Assistant Resident Transport Officer, Bombay.
J. N. C. Beyts.....	Accountant in the Dockyard, Bombay.
C. Mathews.....	Chief Engineer and Inspector of Machinery in the Dockyard, Bombay.
E. Giles	Master Attendant, Kurrachee.

Medical Officers.

J. Kirk	Consul-General, Zanzibar.
R. M. Meiklejohn	Civil Surgeon, Muscat.
S. Smith	Police Surgeon, Surgeon to the Coroner, and Health Officer of the Port of Bombay.

Read also the following Resolution of the Government of India, No. 1952, dated 31st March 1875.

ORDERED that the above be published in the *Gazette of India*, for general information; and that copies thereof, and of the lists submitted by the Government of India to the Secretary of State for India, with the despatches noted in the margin, be sent to the Departments, Governments, and Officers concerned.

No. 39, dated 29th January 1875.

" 79 " 26th February "

" 346 " 30th September "

LIST.

OFFICERS UNDER LOCAL GOVERNMENTS AND ADMINISTRATIONS.

C.—BOMBAY.

1.—Civil Department.

NAME.	FIRST APPOINTMENT.			PRESENT APPOINTMENT.	
	Designation.	Date of appointment.	Authority by which appointed.	Designation.	Date.
1. W. H. Bolton	Sub-Assistant Surveyor in Sind.	5th Jan. 1854	Govt. of India ...	Deputy Collector in Sind.	23rd Dec. 1864
2. D. B. Crawford ...	Supernumerary Deputy Collector in Sind.	14th Jan. 1867	Govt. of Bombay.	3rd Class Deputy Collector in Sind.	1st Sept. 1869
3. H. V. S. FitzGerald	Supernumerary Assistant Settlement Officer in Sind.	20th March 1869	Ditto	Supernumerary Deputy Collector in Sind.	Ditto
4. W. Foxton, B.A. ...	Head Master of the English School at Ahmednagar.	2nd Feb. 1858	Ditto	Deputy Collector, 1st Class, in Sind.	18th Mar. 1869
5. R. Giles, B.A.	Supernumerary Assistant Settlement Officer in Sind.	20th March 1869	Ditto	Supernumerary Collector in Sind.	12th Jan. 1870
6. J. M. Graves	Ditto	16th Oct. 1866	Ditto	Deputy Collector, 3rd Class, in Sind.	21st May 1870
7. R. M. Lambert ...	Ditto	25th Nov. 1865	Ditto	Ditto ditto	5th Sept. 1869
8. C. E. S. Steele.....	Ditto	11th June 1869	Ditto	Supernumerary Deputy Collector in Sind.	8th Aug. 1870
9. S. W. Tyndall	Supernumerary Deputy Collector in Sind.	27th Oct. 1860	Ditto	Deputy Collector, 2nd Class, in Sind.	10th May 1865
10. H. E. Watson	Ditto	Before Nov. 1868	Ditto	Ditto ditto	21st May 1870

LIST—continued.
OFFICERS UNDER LOCAL GOVERNMENTS AND ADMINISTRATIONS—contd.C.—Bombay—continued.
1. Civil Department—continued.

NAME.	FIRST APPOINTMENT.		Authority by which appointed.	PRESENT APPOINTMENT.	
	Designation.	Date of appointment.		Designation.	Date.
11. A. Taylor	Inspector of Customs ...	7th Dec. 1842	Govt. of Bombay.	Deputy Collector of Salt Revenue.	11th April 1869
12. W. T. Cole	Deputy Collector and Magistrate, 3rd Class, in Sind.	11th June 1852	Ditto	Collector of Customs, Karachi.	18th April 1865
18. J. Adams	Probationary Assistant Superintendent in the Poona and Nasik Survey.	3rd Feb. 1871	Govt. of Bombay.	Assistant Superintendent, Revenue Survey and Assessment, Ratnagiri.	12th Oct. 1871
19. G. Barrie .....	.....	27th Oct. 1862	Ditto	1st Class Assistant Settlement Officer in Sind.	9th June 1867
20. R. C. Reynon	Supernumery Assistant Superintendent, Revenue Survey, Southern Mahratta Country.	29th Sept. 1857	Ditto	Assistant Superintendent, Revenue Survey, Southern Mahratta Country.	27th Aug. 1859
21. N. B. Boyts	Assistant Superintendent, Guzerat Revenue Survey.	14th Oct. 1854	Ditto	Deputy Superintendent, Revenue Survey and Assessment, Guzerat.	14th Dec. 1865

22. A. S. Bulkey	Supernumery Assistant Superintendent, Guzerat Survey.	15th Nov. 1855	Ditto	...	Assistant Superintendent, Revenue Survey and As- sessment, Guzerat.	6th Oct. 1866
23. H. K. Disney	Assistant, Government Te- legraph Department.	4th Oct. 1857	Ditto	...	Ditto Poona and Násik.	21st April 1872
24. W. M. Fletcher ...	Supernumery Assistant Superintendent of Survey in Tanna and Ratnágiri.	23rd Jan. 1866	Ditto	...	Assistant Superintendent, of Revenue Survey, Poo- na and Násik.	10th Jan. 1873
25. A. B. Ffordle	Ditto in Guzerat...	1st July 1868	Ditto	...	Ditto ditto	23rd April 1872
26. J. E. Gibson	Ditto in Khandesh.	27th Feb. 1862	Ditto	...	Deputy Superintendent of Revenue Survey, Ratnág- giri.	25th Mar. 1872
27. H. M. Grant	Ditto in Tanna	19th Oct. 1859	Ditto	...	Assistant Superintendent of Revenue Survey, Poo- na and Násik.	23rd Jan. 1863
28. W. Harrison	Ditto in Poona	25th June 1856	Ditto	...	Ditto Ratnágiri	30th Nov. 1858
29. E. Hearn	Supernumery Assistant Superintendent of Re- venue Survey in Khan- desh.	25th Sept. 1855	Ditto	...	Assistant Superintendent of Revenue Survey and Assessment, Ratnágiri.	29th Aug. 1872
30. R. E. H. Light	Ditto in Southern Mah- ratta Country.	4th June 1851	Ditto	...	Ditto Southern Mahratta Country.	21st Oct. 1865
31. G. F. Mathieson ...	Supernumery Assistant Settlement Officer, Left Bank, Indus.	11th Jan. 1867	Ditto	...	1st Class Assistant Set- tlement Officer in Sind.	5th May 1872
32. J. F. Nash	Ditto Right	do. 12th Aug. 1864	Ditto	...	Ditto ditto	9th June 1869
33. W. B. Prescott ...	Supernumery Assistant Settlement Officer, Sur- vey, Guzerat.	16th Jan. 1867	Ditto	...	1st Class Assistant Set- tlement Officer, Guzerat.	18th Feb. 1871
34. W. S. Price	Supernumery Sub-Assis- tant Superintendent of Survey, Southern Mah- ratta Country.	2nd July 1856	Ditto	...	Ditto, Southern Mahratta Country.	1st Oct. 1870

LIST—continued.
OFFICERS UNDER LOCAL GOVERNMENTS AND ADMINISTRATIONS—continued.

C—BOMBAY—continued.

1.—Civil Department—continued.

NAME.	FIRST APPOINTMENT.			PRESENT APPOINTMENT.	
	Designation.	Date of appointment.	Authority by which appointed.	Designation.	Date.
35. J. W. Scott	Supernumery Assistant Superintendent of Survey, Khandesh.	25th June 1856	Govt. of Bombay.	1st Class Assistant Settlement Officer, Poona and Nasik.	30th April 1868
36. H. H. Summers ..	Supernumery Sub-Assistant Superintendent of Survey, Guzerat.	2nd Oct. 1854	Ditto	Ditto Guzerat	27th July 1872
37. W. E. Waite	Sub-Assistant Superintendent of Survey, Khandesh.	18th Oct. 1860	Ditto	Ditto ditto	4th April 1873
38. B. T. Wingate	Supernumery Assistant Superintendent of Survey Southern Mahratta Country.	28th Jan. 1868	Ditto	Ditto Southern Mahratta Country.	12th Dec. 1872
39. W. Wilkins	...	15th Feb. 1867	Ditto	1st Class Assistant Settlement Officer in Sind.	9th June 1867
40. J. C. Whitcombe ..	Supernumery Assistant Superintendent, Revenue Survey, Guzerat.	8th April 1857	Ditto	Assistant Superintendent of Revenue Survey, Poona and Nasik.	14th Dec. 1872
41. A. P. Young	Ditto ditto Southern Mahratta Country Survey.	11th May 1867	Ditto	Ditto, Southern Mahratta Country.	17th Dec. 1870
42. J. W. Young	Ditto ditto Tanna.	3rd May 1863	Ditto	Ditto Ratnagiri	25th Oct. 1870

43. G. T. Giertzen.....	Assistant Superintendent of Police, Belgium.	1st Sept. 1858	Ditto	... Superintendent of Police, 14th Feb. 1874
	*	*	*	*
47. J. O'Leary	1st Judge of the Small Cause Court, Bombay.	29th Sept. 1867	Ditto	... 1st Judge of the Small Cause Court, Bombay. 29th Sept. 1867
48. N. Spencer	Chief Clerk of the Small Cause Court, Bombay.	8th Mar. 1852	Ditto	... 2nd ditto
49. C. P. Cooper	2nd Magistrate of Police, Bombay.	1st Oct. 1871	Ditto	... Senior Magistrate of Police, Bombay.
50. C. E. Fox.....	Master and Registrar in Equity, and Commissioner for taking Accounts and local Investigations, and Taxing Officer in the High Court, Bombay.	9th Jan. 1866	Ditto	... Master and Registrar in Equity, and Commissioner for taking Accounts and local Investigations, and Taxing Officer, High Court, Bombay. 9th Jan. 1866
51. J. W. Orr	Prothonotary, Ecclesiastical and Admiralty Registrar, High Court, Bombay.	15th Feb. 1866	Ditto	... Prothonotary and Ecclesiastical and Admiralty Registrar, High Court, Bombay. 15th Feb. 1866
52. T. M. Filgate	Inspector-General of Registration.	20th Aug. 1870	Ditto	... Inspector-General of Registration. 20th Aug. 1870
53. P. Ryan	Assistant Secretary to Government.	16th May 1860	Ditto	... Assistant Secretary to Government. 16th May 1860
54. G. Miles	Ditto	23rd May 1865	Ditto	... Ditto ... 23rd May 1865
	*	*	*	*
56. W. G. Corke.....	2nd Assistant Master Attendant and Harbour Master, Bombay Port.	1st Nov. 1859	Ditto	... Protector of Emigrants in Bombay. ...

2. The Governor-General in Council desires that the attention of the Departments, Governments, and Officers named above* be drawn to paragraph 14 of the despatch of the Secretary of State, and that each of them be requested to forward to the Government of India in the Financial Department, on as early a date as possible, a statement showing the names of the officers in those lists who on the 10th February 1876 were in receipt of salaries of not less than Rs. 6,000 a year. His Excellency in Council requests also, with reference to paragraph 15 of the despatch, that the Home Department will consider the cases of the officers employed in the Andamans.

RESOLUTION.—The Uncovenanted Civilians who hereafter, under these orders, are entitled to the benefit of the more favourable leave rules are :—

- (1). Servants appointed in England.
- (2). Servants appointed in India with the sanction of the Secretary of State.

2. But, that the change may not be severely felt by existing incumbents, concessions are granted to certain servants in the Uncovenanted Service, who are admitted to the same benefit. These officers may be classed as follows, provided that they held appointments in the service on 10th March 1870, the date of the Duke of Argyll's despatch :—

CLASS I.

Nineteen Officers, under the Government of Bombay, included in Sub-section 2 of Section C, and 4 Forest Officers in Sub-section 1 of the same Section.

CLASS II.

Mr. T. Cooke, of the Engineering College, Poona, eight officers of the Marine Department, and three Medical officers.

CLASS III.

Officers named in the lists forwarded by the Government of India, who are now (10th February 1876) in the receipt of salaries of not less than Rs. 6,000 per annum.

3. The Secretary of State has called for a list of those officers who are included in Class III., for record in his office. He has also, in paragraph 15, expressed his willingness to consider any omissions which may have been made.

4. The Accountant General should now be called upon to furnish the nominal lists of officers, alluded to in Class III. above mentioned, as soon as possible. In the mean time the attention of all Heads of Departments should be drawn to the lists printed in the preamble of this Resolution, and they should be requested to bring to the notice of Government, at their earliest convenience, any special claims which they may deem deserving of consideration; and

* Viz in para. 1 of the Resolution.

Government, in forwarding the lists that may be submitted by the Accountant General, will decide whether, in the spirit of the orders now passed, any further reference can be made to the Secretary of State.

5. The Survey and Settlement Commissioners to be referred to the above Resolution of the Government of India, from which they will see that the Uncovenanted Officers who held gazetted appointments in the Survey Department at the date of the Secretary of State's despatch of 10th March 1870 have been admitted to the benefits of the more favourable leave rules, subject to the condition that they are in receipt of salaries of not less than Rs. 6,000 per annum.

6. On the subject of the appointment of officers to the Police Department a separate communication has been addressed to the Secretary of State, but the lists now called for by Government should include such Police Officers as are admitted under the orders to the more favourable rules of leave.

Ordered that copies of the above be forwarded to—

ALL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

The late Examination for Gilchrist Scholarships.

No. 660.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 28th June 1876.

Despatch from Her Majesty's Secretary of State for India, No. 2, dated 18th May 1876—Forwarding, with reference to this Government letter No. 80, dated 28th January last, copy of a letter from the Secretary to the Gilchrist Educational Trust, showing the results of the late Examination for Gilchrist Scholarships, and indicating the Latin subjects fixed for the examination in January 1878.

RESOLUTION.—Copy of this despatch and of its enclosure should be forwarded to the Sub-Examiner, Gilchrist Scholarship Examination (Principal, Elphinstone College), and to the Director of Public Instruction, for information.

2. The Latin subjects fixed for the Examination to be held in January 1878 should be notified.

(Signed) C. GONNE,

Secretary to Government.

To the SUB-EXAMINER, GILCHRIST SCHOLARSHIP EXAMINATION (the Principal, Elphinstone College); the DIRECTOR of PUBLIC INSTRUCTION. With copy of the papers to each.

India Office, London, 18th May 1876.

Educational.

No. 2.

HIS EXCELLENCY the HONOURABLE the GOVERNOR in COUNCIL, BOMBAY.

SIR,—With reference to the letter from the Secretary to your Government dated the 28th of January last, No. 80, I forward, for the information of your Excellency in Council, and for communication to the gentlemen concerned, copy of a letter from the Secretary to the Gilchrist Educational Trust, showing the results of the late Examination for Gilchrist Scholarships.

Dr. Carpenter's letter indicates the Latin subjects fixed for the examination in January 1878.

I have, &c.,

(Signed) SALISBURY.

GILCHRIST EDUCATIONAL TRUST.

University of London, April 29th, 1876.

To the RIGHT HONOURABLE LORD GEORGE HAMILTON, M.P., &c.,

MY LORD,—Referring to your recent communications on the subject of the Gilchrist Scholarships, I have the honour to inform you that the first place at the recent competition was taken by Mr. A. E. Adolphus of Madras, and the second place by Mr. Upendra Krishna Datta of Calcutta, and I have the additional satisfaction of stating that these two candidates were distinguished by the remarkable excellence of their performance.

I have further to inform you that the performance of the four following candidates was deserving of creditable mention:—Mati Lal Gupta, W. T. Grant, J. M. Bhattacharja, all of Calcutta, and W. C. Corkery of Bombay.

It is desirable that the result of the Examination should be made known in India with the least possible delay, in order that the successful candidates may present themselves here by the 1st of October.

The Latin subject for the Examination of January 1878 will be Cicero de Amicitia with the first of the Catilinarian Orations.

I have, &c.,

(Signed) W. B. CARPENTER.

True copy.

(Signed) S. MACDONALD,

Superintendent.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

July 5th, 1876.

Batta for Establishment of Officers visiting Bombay on duty.

NOTIFICATION.

The subjoined Government Resolution, No. 2646, dated 22nd ultimo, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

7th July 1876.

Batta.

No. 2646.

FINANCIAL DEPARTMENT.

Bombay Castle, 22nd June 1876.

Letter from the Government of India, Financial Department, No. 779, dated 8th June 1876 :—

In reply to your letter No. 1909, dated 2nd May 1876, I am directed to inform you that the Governor-General in Council confirms the sanction of the Government of Bombay to the grant of batta at the rate of 1 rupee, instead of the usual rate of 8 annas, per diem, to the karkuns of the Colaba Collectorate who accompanied the Collector in November 1875 to Bombay, in company with His Excellency the Nawáb of Janjirá, during the visit of His Royal Highness the Prince of Wales.

2. I am at the same time desired to request that, with the permission of His Excellency the Governor of Bombay, you will be good enough to instruct the local officers that in future when they are required to visit the city on duty they should not bring with them any portion of their establishment, unless with the permission of the Government of Bombay.

RESOLUTION.—Extract paragraph 1 of the above letter to be forwarded for the information of the Revenue Commissioner, N. D., the Collector of Colaba, and the Accountant General, with reference to Government Resolution No. 1908, dated 2nd March last.

2. Extract paragraph 2 to be forwarded to all departments of the Secretariat, and all heads of offices (other than those at the Presidency) under the several departments of the Secretariat for information and guidance.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the REVENUE COMMISSIONER, N. D.; the COLLECTOR OF COLABA; the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; all other Heads of Offices (other than those at the Presidency) under the several Departments of the Secretariat.

Books Sanctioned.

NOTIFICATION.

Mr. Tarkhadkar's Anglo-Marathi Translation Series, Part I., is sanctioned for use in Government Anglo-Vernacular Schools.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

24th July 1876.

NOTIFICATION.

The Gujarati Book called "Travels in England" by Khan Bahadur Shaik Yusaf Ali is sanctioned for Prizes and Libraries in Government Schools.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

26th July 1876.

Voluntary Examination for Teacherships.

No. of 1876-77.

Poona, Office of the Educational Inspector, C. D.

12th July 1876.

MEMORANDUM.

The Educational Inspector, C. D., gives notice that an Examination of Matriculated Candidates for Teacherships in Government High and Anglo-Vernacular Schools will be held at Poona on the 7th day of August 1876.

2. The Examination is voluntary, and is open to all persons who have matriculated.

3. Candidates who present themselves at this Examination and obtain Certificates will be selected for appointments in preference to unmatriculated persons.

4. Persons already holding appointments as Teachers in High or Anglo-Vernacular Schools are not compelled to appear at this Examination, but by appearing and obtaining a certificate they will establish a claim to promotion over uncertificated teachers.

5. The subjects of examination will be—

- (a) Written translation from English into Marathi, and Marathi into English. Also, if the candidate desire it, written translation from English into Latin or Sanskrit, and from Latin or Sanskrit into English.

- (b) *Vivā voce* translation from and into the same.
- (c) *Vivā voce* Examination in Elementary History and Geography and Elementary Astronomy (Matriculation Standard).
- (d) A paper in Arithmetic and the first two Books of Euclid.
- (e) A paper and *vivā voce* examination in "Fowler's Discipline and Instruction," which is the text-book on the Art of Teaching appointed for this Examination.

6. The Examination will be held by a Committee consisting of the Educational Inspector, Central Division, as President; the Head Master, Poona High School; and the Professor of Sanskrit, Deccan College.

7. Certificates will be given only to those candidates who get at least 30 per cent. of the marks on each subject, and 50 per cent. of the total number of marks for all subjects. The certificate will indicate the relative merit of the candidate by a number showing his place in the list of successful candidates. A Register kept in the Office of the Director of Public Instruction and Educational Inspector will show the marks obtained by each candidate in each subject, and will be used as a guide in making appointments.

8. Candidates who intend to offer themselves for examination in August 1876 are requested to send their names to the Educational Inspector, C. D., on or before July 28th, and to state whether they desire to be examined in Sanskrit or Latin.

T. WADDINGTON, Lieut.-Col.,

Educational Inspector, C. D.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF JUNE TO THE 15TH JULY 1876.

- 16th June 1876.—Mr. T. Costa is appointed substantive *pro tem*. Head Master, Carwar English School.
- 20th June 1876.—Mr. Govind Keshav Sabde, Head Master, Tanna English School, is appointed to act as First Assistant Master, Poona High School, during the absence of Mr. Sathé, or until farther orders.
- 20th June 1876.—Two months' sick leave is granted to Mr. S. S. Mudlar, First Assistant, First Grade Anglo-Vernacular School, Belgaum.
- 20th June 1876.—Six months and ten days' leave, without pay, is granted to Mr. Manikji Dosabhni Arjani, Eleventh Assistant Master (Gujarati side), Elphinstone High School.

- 20th June 1876.—Mr. Hormasji Navroji Lord, Twelfth Assistant, to be substantive *pro tem.* Eleventh Assistant, Elphinstone High School, *vice* Mr. Arjani, on leave.
- 20th June 1876.—Mr. Framji Kharsetji Bazan, Thirteenth Assistant Master, to be substantive *pro tem.* Twelfth Assistant, Elphinstone High School, *vice* Mr. Lord, promoted.
- 20th June 1876.—Mr. Dorabji Kharsedji Nariman, F.E.A., is appointed substantive *pro tem.* Thirteenth Assistant, Elphinstone High School, *vice* Mr. Bazan, promoted.
- 21st June 1876.—The remaining portion (ten days) out of one month's privilege leave, granted to Mr. G. N. Nadkarni, Deputy Educational Inspector, Marathi Schools, Bombay, is cancelled.
- 21st June 1876.—Mr. Waman Gopal Indapurkar, Acting Second Assistant Master, Dharwar High School, is appointed substantive *pro tem.* First Assistant from the re-opening of the school.
- 21st June 1876.—Mr. Shriniwas K. Radda, Fourth Assistant Master, Dharwar High School, is appointed Acting Second Assistant Master, from the 1st June 1876, in the same school.
- 21st June 1876.—Mr. Balaji Ramchandra Bagalkot, Fifth Assistant Master, Dharwar High School, is appointed substantive *pro tem.* Third Assistant in the same school.
- 21st June 1876.—Mr. Keshav Shesho Jakati, Sixth Assistant Master, Dharwar High School, is appointed Acting Fourth Assistant Master in the same school.
- 21st June 1876.—Mr. B. G. Bommigatti is appointed substantive *pro tem.* Fifth Assistant Master in the Dharwar High School.
- 21st June 1876.—Mr. S. S. Pathak is appointed Acting Sixth Assistant Master in the Dharwar High School.
- 21st June 1876.—An extension of sick leave, from the 1st of May last to the 10th of August 1876, is granted to Mr. R. G. Angal, Head Master, High School, Junaghad.
- 22nd June 1876.—One month's sick leave is granted to Mr. Pragi V. Naik, Sub-Deputy Educational Inspector, Gohilwar Prant, Kathiawar.
- 26th June 1876.—Mr. Shridhar Ganesh Jinsivalé is appointed substantive *pro tem.* Latin Reader in the Deccan College, *vice* Mr. Aitken, transferred to the Revenue Department.
- 26th June 1876.—Mr. Lallabhai Pranwalabdas Parikh, substantive *pro tem.* Head Master of the Kaira English School, and substantive Third Assistant Master of the Ahmedabad High School, is permitted to resign his appointment.
- 26th June 1876.—Mr. Rastamji Dhanjibhai Patel, F.E.A., is appointed substantive *pro tem.* Head Master of the Kaira English School.

- 26th June 1876.—Mr. Ratanlal Trimbaklal Divetia, First Assistant Master, Training College, Ahmedabad, is appointed substantive *pro tem*. Principal of the Rajkote Training College.
- 26th June 1876.—Mr. Harilal Naranji, First Assistant, Ahmedabad Branch School No. 1, is appointed substantive *pro tem*. First Assistant, Ahmedabad Training College.
- 26th June 1876.—Mr. Dhanjisha Edalji, Assistant Master, Sir J. J. English School, Surat, is appointed substantive *pro tem*. First Assistant Master, Ahmedabad Branch School No. 1.
- 26th June 1876.—Mr. Damodar Dinanath Bhat, Second Assistant Master, Broach High School, is appointed Acting English Teacher in the Ahmedabad High School, during the absence of Mr. Curtis.
- 26th June 1876.—Mr. Balkrishna Brijbhukhandas Kaji is appointed Acting Second Assistant Master, Broach High School, *vice* Mr. Bhat, transferred to Ahmedabad.
- 27th June 1876.—Eleven days' privilege leave, out of the month and a half granted to Mr. G. M. Turmary, Assistant Canarese Translator, Educational Department, is cancelled.
- 30th June 1876.—Mr. Raoji Balaji Karandikar, B.A., Acting Assistant Deputy Educational Inspector, Dharwar, is appointed First Assistant Master, Dharwar High School.
- 30th June 1876.—Mr. Paul Ganesh, Ninth Assistant Master (Marathi side), Elphinstone High School, is temporarily appointed First Assistant Master (Canarese side), Belgaum High School.
- 30th June 1876.—Mr. Govind Venkatesh Datar, First Assistant Master (Canarese side), Belgaum High School, is temporarily appointed Second Assistant Master (Marathi side) in the same school.
- 30th June 1876.—Mr. G. K. Ambardekar, Second Assistant Master (Marathi side), Belgaum High School, is appointed substantive *pro tem*. Third Assistant Master, Dharwar High School.
- 3rd July 1876.—Mr. A. P. Mistri, Second Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting First Assistant in the same school, *vice* Mr. Talati, transferred to Kurrachee.
- 3rd July 1876.—Mr. B. F. Patel, Third Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Second Assistant Master in the same school, *vice* Mr. Mistri, promoted.
- 3rd July 1876.—Mr. R. J. Vakil, Fourth Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Third Assistant Master in the same school, *vice* Mr. Patel, promoted.
- 3rd July 1876.—Mr. P. K. Sanjana, Fifth Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Fourth Assistant Master in the same school, *vice* Mr. Vakil, promoted.

- 3rd July 1876.—Mr. R. G. Bhat, Sixth Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Fifth Assistant Master in the same school, *vice* Mr. Sanjana, promoted.
- 3rd July 1876.—Mr. R. A. Daruwala, Seventh Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Sixth Assistant Master in the same school, *vice* Mr. Bhat, promoted.
- 3rd July 1876.—Mr. N. M. Pavré, Second Assistant Master, Gokaldas Tejpal School, is appointed Acting Seventh Assistant Master (Gujarati side) in the Elphinstone High School, *vice* Mr. Daruwala, promoted.
- 4th July 1876.—Mr. Eraksha Rastamji Sohiyar is appointed substantive *pro tem.* Ninth Assistant Master, Elphinstone High School, during the absence of Mr. Paul Ganesh.
- 5th July 1876.—Seven days' sick leave, out of one month, granted to Mr. S. R. Heremath, Canarese Teacher, Belgaum High School, is cancelled.
- 6th July 1876.—Two months' sick leave is granted to Mr. Mo. K. Bopardekar, Assistant Sanskrit Teacher, Elphinstone High School.
- 10th July 1876.—One year's leave, without pay, is granted to Mr. Datto Sakharam Sontaké, Seventh Assistant Master, Kolapur High School.
- 10th July 1876.—Mr. Ramchandra Daji Naralkar, Eighth Assistant Master, is appointed substantive *pro tem.* Seventh Assistant Master, during the absence of Mr. Sontaké.
- 10th July 1876.—Mr. Waman G. Indapurkar, B.A., Acting Second Assistant Master, Dharwar High School, is confirmed in the appointment.
- 13th July 1876.—Mr. Kashinath Pandurang Parab is appointed Acting Assistant Sanskrit Teacher, Elphinstone High School, *vice* Mr. Bopardikar, on leave.
- 14th July 1876.—One month's leave, without pay, is granted to Mr. G. G. Dhekné, Second Assistant Master, Ahmednuggar High School.
- 14th July 1876.—Mr. Ramchandra V. Gadré, F.A., is appointed substantive *pro tem.* Second Assistant Master, Ahmednuggar High School, during the absence of Mr. Dhekné.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

18th July 1876.

RECEIVED
BOMBAY
BRANCH
OF THE
LIBRARY

THE
Bombay Educational Record.

No. 9.]

SEPTEMBER 1, 1876.

[Vol. XII.]

THE MONTH.

THE Faculty of Arts of the University, we understand, has had under consideration several proposals connected with a revision of the Arts Regulations, and has, with various degrees of unanimity, affirmed the following propositions for the further consideration of the Syndicate :—

1st. That the question papers in English for the Matriculation Examination should be transmitted to Centres of Examination to be established in each Educational Division, and that those candidates only who obtain the prescribed number of marks in English should be further examined in Bombay ;

2nd. That at the Matriculation Examination oral examination in the second language should be discontinued ;

3rd. That there should be two Classes and Pass in the F.A., B.A., and M.A. Examinations ;

4th. That the voluntary subjects at the F.A. should be retained as at present ;

5th. That two only, instead of three voluntary subjects should be required at the B.A. Examination ;

6th. That "Whewell's Elements of Morality" in the B.A. curriculum should be superseded by Sidgwick's "Methods of Ethics ;" and

7th. That Verse Composition in the M.A. Examination should be optional, instead of compulsory as hitherto.

These propositions, it will be understood, have merely been passed by the Faculty, and may or may not be adopted by the Syndicate. Even if so adopted, they may afterwards of course be rejected or modified by the Senate ; but they are interesting as showing some of the directions in which reform is felt to be necessary.

WE give, further on, a very interesting Minute on the English work done by the candidates for Matriculation at the Calcutta University in 1875. Let our readers, especially those responsible for High Schools, compare it with similar documents now and again published in this Presidency, *e.g.* the Memorandum we reprinted in our Number for February 1875. We fear that a great part of the indictment would (*mutato nomine*) apply to ourselves, and trust some of the excellent hints the Minute contains may prove of service.

PROFESSOR MONIER WILLIAMS will, it is said, visit India again this winter. In several letters to the *Athenæum* the Professor expresses some interesting opinions about the future of Sanskrit study. He says, "I believe the time is not far distant when our Universities will be obliged to accept alternatives for Greek, if not for Latin, in the case of *all* students. Meanwhile, even before that time arrives, few will deny that in the case of Indian students the classical languages of India—Sanskrit, Arabic, and Persian—might fairly be taken as equivalents for the classical languages of Europe." And again, in a subsequent letter, still more strongly :—"For my own part, I have no doubt whatever that the day is approaching when Sanskrit will be as much studied as Greek, and even occupy the foremost rank throughout Europe as the best instrument of linguistic training, the one typical scientific language whose structure is a master-key to the structure of all other languages." From a purely linguistic point of view this forecast of the future of Sanskrit may perhaps be correct. Mr. Marsh, the accomplished American diplomatist and linguist, expressed a very similar opinion nearly twenty years ago. But surely the claims of Greek are quite different, and infinitely more important; and to compare Sanskrit with Greek in these respects is somewhat extravagant. "Except the blind forces of Nature," says Sir H. S. Maine, "nothing moves in this world which is not Greek in its origin." The Boden Professor of Sanskrit, however—perhaps naturally—thinks there is nothing like leather.

THE subjects for the Prize Essays of 1877 for the "Karsondas Mulji Prize" and the "Dossabhoy Hormusji Cama Prize" respectively have been announced as follows :—For the first, "The Influence of Asceticism on the Social Morality of the Hindus;" for the second, "Telluric and Climatic Influences on the Production and Modification of Diseases as witnessed in Bombay."

RAO SAHEB GANPATRAO MORABA PITALE, the Assistant Registrar of the University, has added to his excellent series of compilations of the examination papers set in the various examinations of the University a new volume containing all the questions set in the LL.B. Examination from 1865 to 1875. As we remarked on the first appearance of the series, the idea of issuing such compilations is a happy one, as convenient for examiners and students as it is useful to the University. The influence of these compilations, which enable an examiner to review without difficulty all the previous papers set in his subject, in steadying the standards of the University has probably been considerable. We need only say of this new addition to the series that it sustains the reputation of the editor for care and accuracy, and that it has a useful index of subjects.

THE *Athenæum* understands that Mr. D. K. Fearon, who was for ten years one of H. M.'s Inspectors of Schools, and is now Assistant Commissioner of Endowed Schools, has nearly ready for publication a small work on School Inspection. The book will be designed to explain the manner in which Elementary Schools should be inspected and examined so as to secure greater efficiency in their teaching. It will be published by Messrs. Macmillan. In our Number for June 1869 we published a most able and instructive Report drawn up by Mr. Fearon on the City of London School.

THE *Pall Mall Gazette* says that the Mathematical Class List just issued at Oxford for the Final Schools Examinations gives a practical negative to the assertions of some alarmists, who aver that the modern furore for athletic exercises in the universities is only indulged in by its votaries to the sacrifice of educational attainments. The first class in the list is made up of six names. Of these Mr. W. Foord-Kelcey, of Exeter, played in the university eleven last summer; Mr. C. H. Hodges, of Queen's, has for two years been the champion representative of Oxford in the athletic feat of "putting the stone;" Mr. A. W. Michison, of Pembroke, has rowed in the university eight for two years past. Besides these three, Mr. G. Todd, of Pembroke, has been a leading oar in his college eight, third on the river for two seasons, has rowed in his college four, and was asked to row in the "trial eights" last autumn, but was unable to do so in consequence of other engagements.

A CORRESPONDENT of the same journal, writing respecting the Exhibition at Philadelphia, says:—"The department of Education, to which has been added that of scientific and philosophical instruments, and that also of engineering exhibits, architectural designs, maps, &c., is one to which I hope to give special attention in a future letter. It involves matters of much interest to thoughtful citizens of Great Britain at the present time; and the exhibition in this department is made doubly interesting by the large number of nations which have contributed to it. Fifteen countries besides the British Empire and the United States have sent exhibits, including Brazil, the Argentine Republic, Egypt, Japan, and Hawaii. Sweden, leading all other nations in the average education of her people, has built a schoolhouse of her own in the grounds. It is pleasant to see Italy taking a noticeable interest in this direction also. The entire number of exhibits is very large—1,069. These are distributed as follows:—The United States, 236; The British Empire, 139; France, 114; Germany, 156; Switzerland, 86; Sweden 68; Italy 34; ten other nations, 236. A number of the American States have sent large collective exhibits, which number but one each. If they were divided according to the general average, they would add about sixty to the above figures.

MATRICULATION ENGLISH IN CALCUTTA UNIVERSITY.

THE following Minute, which has been recorded by the Examiners in English at the last Entrance Examination of the Calcutta University, will be both very interesting and very useful to our readers.

The number of candidates who have failed in English this year being somewhat above the average, the Examiners wish to record to what, generally speaking, the failures seem to be due.

The papers were, if anything, easier than usual, being set on the principle of giving questions within the scope of every candidate, and requiring good grammar and correct expression in the answers. The points in which failure was most common were as follow:—

(I.) *Composition*.—Three questions were set on composition, the ideas being supplied in the questions, and little more than correctness of expression being asked from the candidates. These questions were marked, so that almost every candidate who answered them fairly had no difficulty in passing. With hardly any exception, those who failed were unable to write out a couple of pages of simple English without gross errors in idiom, and often in mere grammar. For example, a large number of the letters sent in were signed "*yours obedient son*," and abounded with mistakes in the

first rule of concord, such as, "There is considerable expectations for my succeeding this examination." It is evident to the Examiners that in too many schools composition, whether in the shape of essays and letters, or of recasting passages from the reading book, and translation into and from the vernacular, are either wholly neglected, or at best practised in a superficial and perfunctory manner.

(II.) *Knowledge of Idiom.*—The questions that required the correction of sentences involving common errors of idiom were very badly answered. The examples selected were of mistakes which are heard daily in the class-room, and which must have been made many times in almost every teacher's hearing. When a candidate sees nothing un-English in "I said him to come with me; he replied that, very well, I am going with you just now," a sentence not properly corrected by more than five per cent. of the native candidates, it is tolerably certain that many mistakes in his everyday speech in school are allowed to pass unnoticed. These errors are nearly all of one kind, consisting of a rendering of vernacular phrases, word for word, into unidiomatic English. Those that recur oftenest are not many in number. They could easily be corrected in one day's lesson, and the right expression learnt once for all.

(III.) *Knowledge of Words.*—Here again the ignorance of common things was very marked. Though the words chosen for definition and explanation were of the most commonplace character, and such as are most ordinarily misused by natives, correct answers were very few. A good instance is the word *circumstance* as distinguished from *circumstances*. In by far the larger number of the answers no distinction between the words is recognized, and "my *circumstance* is very miserable" is regarded as quite correct. So also with *grain* and *grains*, the difference between which seems hardly ever to be comprehended by native students. The question on synonyms was poorly answered, showing a great want of practice in stringing sentences together and in varying the form of expression.

(IV.) *Grammar.*—In the ability to quote the formal rules of grammar from the class book there was no general deficiency. Many, however, would apparently have learnt the rule, but would quote it short of the one important word, or would slightly alter the form of this word so as to make utter nonsense of their answers. This proves that the how and the why of the rule had never been grasped. When it came to applying the rule and giving examples of its use there was a great falling off.

Students seem to need warning that a mechanical learning by rote of rules of syntax without practice in applying them, a knowledge of the words of the grammar and an ignorance of their practical force, is an utterly barren acquirement. The parsing was badly done throughout.

(V.) *Handwriting*.—In this, taken as a whole, there has been a praiseworthy improvement. Many papers were models of clear and neat handwriting; they reaped the full benefit of their excellence in this point. Attention to caligraphy seems to go by schools, all the candidates from one school writing well, and all those from another being careless and slovenly; blots and slipshod handwriting often go along with inaccurate answers, and contribute not a little towards ensnaring failure.

Speaking generally, a want of accuracy in small points such as simple grammar and the use of every-day words and forms of speech, a knowledge of grammar that stops short at the words of the rule and is heedless of the meaning, and an almost universal ignorance of the differences of idiom between English and the vernaculars, are the causes of the large number of failures in English this year. Most of these defects, it is believed, may be remedied by more constant exercise in translation and re-translation and in original composition.

THE NEW EDUCATION SOCIETY.

WE have been requested to give publicity to the following proposed Programme of this Society, which, as we mentioned in our July issue, has been recently instituted under promising auspices. Its object is to "examine, systematize, and propound definite and verifiable principles upon which the practice of Education should be based;" and it will aim to accomplish this object by collecting and classifying facts bearing on the profession of the teacher, and by arranging and recording them in its published "Proceedings," with the view of promoting discussion on the principles involved in them.

The object of this Programme, when completed, is to map out the area of investigation that the Society proposes to itself, in order to enable branches of the Society, and individual workers, to proceed on a common plan. Results can then be forwarded to the Secretaries, from which a selection will be made by the Committee for the Published Proceedings.

Teachers are invited to criticise this Programme, and to communicate such emendations as they consider desirable.

PROPOSED PROGRAMME.

I. *History of Education.*

(A.) History of the (i.) Aims, (ii.) Ideas, (iii.) Efforts, (iv.) Achievements of Education in this country. (B.) New Biographical Contributions to the Lives of eminent Teachers or Writers on Education. (C.) Views of Education as it existed in other countries in past times. (D.) Accounts of valuable Books on Education written in other times or in other languages.

II. *Philosophical Principles of Education.*

(A) Educational Influences:—Home, Teacher, Children on each other, Books, Nature. (B) Relation of Education to the other sciences and arts. (C.) Psychology of Education:—Growth and development of new mental phenomena, mental faculties, method of study for Teacher, considered in relation to growth, phases of growth, interference with growth, inter-action of mind and body. (D.) Characteristics of different ages:—Childhood, youth. (E.) Aim of Education:—Limitations of this aim, (i.) Necessary, (ii.) Unnecessary by the circumstances of the times. (F.) Tests of Education:—* * * (G.) Means of Education and motive powers:—(i.) Rewards; (ii.) Punishments; (iii.) Marks; (iv.) Record of growth; (v.) Record of conduct; (vi.) Registration; (vii.) Competition; (viii.) Record of comparative physical and mental growth. (H.) Proposals for and accounts of Experiments:—To determine the action of (i.) The memory; (ii.) The observing powers, &c.; Function of Experiment, its limit and method. (I.) Educational Principles:—* * * (J.) Methods of Education:—(i.) Concentration; (ii.) Limitation; (iii.) Distribution (*Time Tables*); (iv.) Alternation; (v.) Mastery; (vi.) Repetition—amount of and conditions (*Time Tables*). (K.) Growth as affecting Principles:—* * * (L.) Study of Character:—* * * (M.) Health and Disease:—1. Body—brain and nervous system—influence of diet. 2. Mind.

III. *Subjects of Teaching.*

1. What they should be. 2. Analysis of such subjects. 3. Grounds of subdivisions:—(i.) Innate; (ii.) External and traditional.

IV. *Methods of Treating Subjects.*

(A.) Language:—1. English—what, and how much meant by this; how far to be treated historically, how far philologically. 2. Foreign Languages:—(i.) Living; (ii.) Dead—Systems—Pronunciation.

(B.) Literature:—1. Manuals, or Authors, or both. 2. Wide view. 3. Limitation to epoch. 4. Limitation to author.

(C.) Science:—1. By Books—Nature—Specimens. 2. Apparatus.

(D.) "Preliminary Subjects":—1. Grammar. 2. Geography. 3. Spelling. 4. Composition. 5. Writing. 6. Reading. 7. Recitation. 8. Elocution.

(E.) History:—1. Outline. 2. Period. 3. Cameo:—(i.) At what age begin; (ii.) What amount of abridgment; (iii.) How much oral.

(F.) Art:—1. Drawing—(i.) Sketching from Nature; (ii.) Invention; (iii.) Notes. 2. Painting. 3. Music.

(G.) Errors in teaching subjects:—(i.) Encyclopædism; (ii.) Abridgment; (iii.) Cramming; (iv.) Desultoriness; (v.) Diffusiveness.

V. *Conditions of Teaching.*

(A.) Class :—Limit of number. (B.) Individual :— * * * (C.) Self :— * * *

VI. *Lesson-Giving.*

(A.) Principles. (B.) Sketch. (C.) Delivery. (D.) Manuals. (E.) Record. (F.) Criticism.

VII. *Books and Apparatus.*

(A.) Books :—1. Use of school books—how far necessary. 2. Nature of school books—how far they should be interesting. 3. Method of school books—didactic or scientific.

(B.) School Library :—1. How to be utilized for study. 2. Proportions of kinds of books. 3. Plans for such Libraries.

(C.) Apparatus :—1. In school. 2. Out of school. 3. School-buildings, conditions of.

VIII. *The Work of Teaching.*

(A.) Art of Teaching. (B.) Methods of Teaching—(i.) Past ; (ii.) Present ; and (iii.) Possible. (C.) Relation of Examinations to Teaching—Treatment of cases—Plan for recording. (D.) Necessary conditions of Examination. (E.) Methods and plans of Examination :—1. Written. 2. Oral. 3. Combination of both. 4. Examination or Inspection—or both. 5. Test for power, or test for knowledge—or both. 6. Relation of Examination to Age.

IX. *The Workers.*

(A.) The pupil :—1. Unconscious self-teaching. 2. Half-Conscious self-teaching. 3. Conscious self-teaching.

(B.) The parents :—1. Function of. 2. Education for that function. 3. Relation to Teacher. 4. Training of Parents to teach, guide, and train (books to help them in this).

(C.) The Teachers :—1. Function of Teachers. 2. Education and Training of Teachers :—(i.) Training College ; (ii.) Schools in union—or both ; (iii.) Under superintendence of Central Examining Body ; (iv.) Connection with Universities ; (v.) Lectures ; (vi.) Practice—Modes and conditions of ; 3. Qualifications—(i.) Natural ; (ii.) Acquired ; 4. Difficulties inherent in his work ; 5. Examination of Teachers—methods of.

(D.) Examiners :—1. Qualifications of Examiner. 2. Training of Examiner. 3. Coöperation of Examiner with Teacher. 4. The Teacher as Examiner :—(i.) Real ; (ii.) Pseudo.

X. *Physical Education.*

(A.) Conscious or unconscious. Natural or systematic. Interference of one with the other. (B.) Relation of competition to Gymnastics.

(C.) Relation of games to (i.) health, and (ii.) moral tone in school. (D.) Influence of Teachers on games. (E.) Conditions of good games. (F.) Opinions of boys with regard to games. (G.) Intellectual character of games.

XI. *Moral Education.*

(A.) Methods of Moral Education. (B.) Sphere of Religion in Moral Education. (C.) Relation of Moral Education to Conduct.

Honorary Secretaries.

C. H. LAKE, Withernden, Caterham, Surrey.

E. BLAIR, 11, Orme Square, London.

ON THE PRACTICAL TEACHING OF EXPERIMENTAL PHYSICS IN SCHOOLS.*

IN recent times so many important additions have been made to our knowledge of Heat and Electricity that a new impulse has been given to the study of Physics, to original research in it, and to the old controversy how far and in what manner the teaching of Experimental Physics can or should be made an inseparable portion of a system of National Education. Those who take a professional interest in any branch of Physics, and make its pursuit or its teaching the business of their lives, urge the claims of Physics to be placed on an equal footing with Writing, Reading, and Arithmetic, as an educational subject, principally upon two grounds. First, they maintain that Physics holds the foremost position as a means of developing the various functions of the human intellect; in other words, of best furthering the ultimate aims of general education. Attention, memory, judgment, imagination, are alike roused, brightened, and sharpened by an early individual acquaintance with natural phenomena. In proof of this, they point to the history of philosophy and the literature of all civilized nations. On every page which preserves the teaching of the ancient Greek philosophers, and of the great thinkers of succeeding times, we find physical phenomena taken as starting-points, or used as illustrations of profound metaphysical doctrines; and the very downfall of philosophical systems coincides exactly with the times when the onward progress of physical sciences showed the Physics of the ancients to be either altogether wrong, or their facts wrongly interpreted. But the greatest support for this recommendation of Physics is derived from the fact that no kind of human knowledge is so intimately connected with our earliest experiences. The very growth of the faculties of a child depends on physical phenomena. As soon as its eyes are opened it is a physical observer, and soon, although unconsciously, becomes a physical experimenter, the range of its experiments constantly extending as the child grows. Each moment in the very earliest life adds to the clearness of the primary conceptions, which are at first confused and incorrect. The child soon learns to distinguish between solid and liquid, between hot and cold bodies, between light and darkness. The ear

* A Paper read before the College of Preceptors by Mr. B. Loewy.

at the same time lays in a store of experiences on sound. The years of boyhood enrich the amount of physical knowledge immensely, and by a thousand instances, each of which is nothing else but a physical experiment, the boy becomes acquainted with a vast range of physical facts. He experiments on the weight, hardness, rigidity of bodies; on the rebound of a marble or a cricket-ball; on the motion of bodies projected in different ways; he learns music, or is delighted with the echo of the mountains or forest; he makes experiments on reflection and refraction of light; observes colours, studies the effect of a burning-glass, plays with small magnets, and rubs sealing-wax on other bodies to observe electrical attraction. These experiences possess, of course, no inherent connection: the boy *sees* merely, he does not think, or thinks erroneously, but there is stored up in this manner a vast material, even in the dullest mind, on which to work, so as to bring out our highest faculties. In not one of the sciences which have the study of natural phenomena for its object, stands the teacher upon so well prepared a ground for the purposes of education—a ground which only requires conscientious labour to bring forth the best and most valuable of fruits.

But it is also urged upon another ground, of a more utilitarian character, that Physics—and here I must include Chemistry—should form widespread subjects of education. The present century has seen discoveries in Physics which have not only exerted a most decisive and favourable influence upon our whole culture, but which have led to so great and novel general principles in Physics that those who are best able to judge of the range of these principles express an opinion that we are only at the beginning of a great era of still more astounding discoveries. That facts and principles of so vast promise and importance should, by means of the various channels of national education, become the common possession of all classes, has very naturally been the most anxious desire not only of distinguished men of science, but also of enlightened statesmen over the civilized world; for it is seen at once that a sound knowledge of these facts and principles would most probably stir up mankind to make new exertions for discovering still unknown realms of science.

It is only just to say that these claims of Physics to be one of the recognized subjects of education have not been utterly disregarded in this country. The number of science schools where Physics form a prominent subject, of science teachers, and of youthful students is undoubtedly, although very slowly, increasing; and something is done by Government and by private support to advance physical research. But has the teaching of Physics so far really fulfilled the expectations and promises of those to whose opinions I have briefly alluded? It is far too early to answer this question; but if the value of the knowledge of Physics imparted in our schools is to be judged from the published results of

different examinations carried on for the purpose of testing the amount of general education attained by the candidates, we should arrive at a most disheartening conviction. The average number of pupils who present themselves in Experimental Physics at this College is never more than between 4 and 5 per cent. of the total number of pupils examined at each examination; but a worse feature in the case is, that out of 100 pupils who take up Physics, only three or four give accurate answers to some of the proposed questions; 20 or 30 per cent. give answers bearing in a very vague manner on the question. The remainder are mostly totally unacquainted with the subject. Glance again at this result as a whole, and it comes to this, that out of 1,500 boys and girls at each examination, only about three are able to give a correct answer to a few simple questions about natural phenomena which can be observed and experimented on every day, in every place, and should be so studied in every school. At the London University the number of failures in "Natural Philosophy" is a striking feature in the Matriculation examination, being usually as much as the failures in three other subjects taken together, and nearly always greater than the number of failures in any other subject. At this examination the number of questions set to the candidates has recently been swelled to sixteen; and if, as I understand, correct answers to two, or at most three, of these sixteen questions qualify a candidate to pass, the expectations of the examiners have sunk very low indeed.

Now, if we admit that Physics is a subject of great importance, from an educational as well as a material point of view,—and no one will probably be prepared to deny this presumption,—the time has clearly arrived when teachers should without delay ascertain the present state of physical science teaching, investigate the causes of such strikingly unsatisfactory results as I have sketched in the few instances that have come within my knowledge, make further inquiries whether there exist other facts connected with the question of a more hopeful nature, and mutually exchange their experiences; and it is only in the light of a communication to you of my own personal experience as a teacher of Experimental Physics that I wish you to consider the following remarks and suggestions on the subject.

There are at present three different methods of teaching Physics principally in use. The first of these consists in purely oral instruction. The teacher states some physical fact, and elicits perhaps by his questions some illustrations of the fact from the individual experience and recollections of his pupils. As a mere mental exercise nothing could be said against this method, which, however, is equally applicable to history, geography, or in fact any kind of knowledge. But a fact in Physics differs in this precisely from all other facts, that our own senses supply the only evidence for its truth. It follows that the chief aim of the teaching of Physics must naturally

be solely to train our senses so as to perceive the facts, and then to show how to separate the accidental from the essential, to connect effects with their causes, and thus to see not only the truth in a single fact, but the agreement of many facts in one definite principle, and so to lead the mind to the recognition of that one principle, or law of nature, which embraces all the solitary facts. No mere description of physical facts would ever make a discoverer; indeed, it is well known that such a method of learning something about physical facts has at all times produced considerable harm. The class of projectors and sham inventors is principally recruited from mere readers of books on Physics; their conclusions are derived from erroneous ideas about facts which they have never really seen, and are naturally of a kind to vanish in the air when put to the test of actual experiment. A method of teaching Physics without the basis of experiment stands thus really in direct contradiction with its essential purpose. As a matter of fact such a mode of teaching is utterly tedious to learners; it must lead to errors and misunderstandings; and moreover it is extremely limited in its range, because many facts and phenomena are quite beyond all comprehension, unless they are perceived by the senses. It appears from the examination papers which are presented to me from time to time at this College that such a method is, unfortunately, still pursued in many schools; the confusion produced in the minds of the pupils of these schools manifests itself in every statement, and stands in remarkable contrast with the clear and truthful answers given by those few who have obviously seen what they describe. Written examinations are not a very high test of knowledge attained; but they prove something, and, as matters are, we are bound to accept what they prove.

(To be continued.)

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH MARCH TO 15TH AUGUST 1876.

NEW EDITIONS OF THE FOLLOWING BOOKS HAVE BEEN PUBLISHED:—

MARATHI.		Rs. s. p.
Chiplonkar's Anekvidyâmnâlatatva-Sangraha.—Third edition		1 0 0
GUJARATI.		
Hope's Departmental Second Book, 10th stereotyped edition		0 3 0
Do. do. Fifth Book, 10th stereotyped edition		0 9 0
Do. do. Sixth Book, 7th stereotyped edition		0 10 0

	Rs.	a.	p.
Hope's Geography, Part II., revised and enlarged by the Gujarati Translator	0	4	0
Graham's Euclid's Geometry, Book I., new issue	0	6	0

NEW BOOKS PUBLISHED BY THE DEPARTMENT.

MARATHI.

Godbole's Short History of Mahārāshtra	0	3	6
Patwardhan's Departmental Modi Second Book	0	7	0

GOVERNMENT PUBLICATIONS FOR SALE.

Bombay High Court Reports, Vol. XII., Part I	3	0	0
Revenue Survey and Assessment Atlas of the Khandesh Collectorate, coloured	23	0	0
Appendix to the Report on Public Instruction in the Bombay Presidency for 1874-75	0	8	0
Indian Law Reports, Bombay series, from January to July 1876, each at	1	0	0

BOOKS PURCHASED FROM THE FUND FOR ENCOURAGEMENT OF LITERATURE.

ENGLISH.

Houston (A. C.).—Notes on English Prosody for the use of Candidates for Matriculation	0	4	0
Williams (Monier).—Indian Wisdom; or Examples of the Religious, Philosophical, and Ethical Doctrines of the Hindus	6	4	0
Beames (John).—A Comparative Grammar of the Modern Aryan Languages of India, Vol. II.	8	0	0
Cooke (Samuel).—Practical Chemistry; Tables for Qualitative Analysis	0	8	0

GUJARATI.

Ambālāl Sākārlāl Desāi.—Arthashāstra, or Political Economy; based on Mill's Political Economy	3	8	0
Premānand's Dashamaskandha Bhāgavat, edited by Narmadāshankar Lālshankar	7	0	0
Sadāshiva Harlāl Mehtā.—Prathama Pathanī Chopadi ...	0	1	3

MARATHI.

Gokhale (S. S.).—Vyavahārdarpana, or a Mirror of Practical Knowledge; a Treatise on Agriculture. Part I. Jirāit	0	10	0
Do. do. Part II. Bagait.	0	10	0
Kirtane (V. G.).—Information on Agriculture, translated from the original of Colonel E. Badam	0	2	0

NEW EDITIONS OF THE FOLLOWING BOOKS AND MAPS

HAVE BEEN PUBLISHED :—

MARATHI.

Patwardhan's Ujalanichur Pustaka, 3rd edition	0	1	6
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GUJARATI.

Rs. a. p.

Hope's Gujarati Kathita Pathumala, or Oral Lessons; New issue	0	8	0
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SANSKRIT.

Bhavabhuti's Malati Madhava with the Commentary of Jagaddhara, edited with notes, critical and explanatory, by R. G. Bhandarkar, M.A. (Bombay Sanskrit Series, No. XV.)	3	10	0
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MAPS, MARATHI.

Map of the Sholapur Collectorate, revised and prepared at the Photozincographic Office, Poona. Coloured and mounted on cloth and rollers	3	8	0
Do. of Ratnagiri do. do.	2	8	0
Do. of Nasik do. do.	2	8	0
Do. of Ahmedabad do. do.	2	12	0

FRESH SUPPLIES OF THE FOLLOWING BOOKS HAVE BEEN RECEIVED FROM ENGLAND :—

Ogilvie's Student's English Dictionary	3	12	0
Johnson's Rasselas, edited with notes by Hunter	1	4	0
Berquin's Children's Friend	0	8	0
Webster's Complete Dictionary, Pictorial Edition, without Appendices	10	8	0
Curtis's Elementary History of England	0	8	0
Day's Sandford and Merton (Laurie's)	0	8	0
Shakespeare's Works (Dick's edition), paper-bound	0	8	0
Pope's Essay on Man (Clarendon Press Series)	0	12	0
Burke's Speeches, 2 vols.	3	8	0
Irving's Life of Mahomet	0	12	0
Cornwell's Young Composer	0	12	0
Do. Key to do.	1	8	0
Smith's (Barnard) Arithmetic	2	4	0
Maunder's Treasury of Science	3	0	0
Do. do. Biography	3	0	0
Do. do. Geography	3	0	0
Do. do. History	3	0	0
Morell's Analysis of Sentences	1	0	0
Freeman's General Sketch of European History	1	12	0
Lamb's Tales from Shakespeare	0	8	0
Graham's English Synonyms	3	0	0
Scott's (Sir Walter) Talisman	0	4	0
Do. (do.) Woodstock	0	4	0
Do. (do.) Kenilworth	0	4	0
Do. (do.) Quentin Durward	0	4	0
Scott's Copy Slips, Nos. 2, 6, 7, and 30, each at	0	2	8
Heywood's National Atlas	0	8	0
Brewer's Guide to English Composition	2	12	0

	Rs.	a.	p.
Seven Wonders of the World	1	12	0
Milton's Poetical Works (Dick's edition).....	0	4	0
Arabian Nights' Entertainments, Illustrated, gilt edges			
(Nimmo).....	2	8	0
Do. do. (Dick's edition) ..	0	4	0
Classic Tales.....	1	12	0
Philips' Atlas for Beginners	1	4	0
Cowper's Poems (Dick's edition)	0	4	0
Adams' English Language	2	4	0
Johnson's Lives of the Poets (Chandos Classics), paper-bound	0	12	0
Elphinstone's History of India, with notes and additions by Cowell; 6th edition, 1874	9	0	0
Spenser's Poetical Works (Globe edition)	1	12	0
Chambers' Exemplary Biography	1	0	0
Macaulay's Essays	1	12	0
Do. do. (Routledge)	2	4	0
Warne's Atlas, 16 Maps	0	4	0
Pott's Euclid, Books I.-IV.	1	8	0
Disraeli's Curiosities of English Literature	1	12	0
Craik's Pursuit of Knowledge	2	8	0
Smith's Smaller History of Greece	1	12	0
Frere's Old Deccan Days	3	0	0
Stormonth's English Etymological Dictionary	3	12	0
Johnston's Unrivalled Atlas of Modern Geography, 34 Maps, with Index	1	12	0
Austen's Sense and Sensibility	0	12	0
Don Quixote (Chandos Classics)	1	0	0
Stowe's Uncle Tom's Cabin	1	12	0
Syllabus of Plane Geometry, corresponding to Euclid's Books I.-VI.	0	8	0
Trench's English Past and Present	2	4	0
Palgrave's Children's Treasury of Songs, in 2 Parts	1	0	0
Drew's Geometrical Conic Sections	2	8	0
Tyndall's Lectures on Light delivered in America in 1872-73	3	12	0
Merivale's General History of Rome	3	12	0
Lord Lytton's Quarterly Essays	1	12	0
Warne's Atlas, 26 Maps	0	8	0
Wilkins' Orations of Cicero against Catiline (Latin)	1	12	0
Shakespeare's Merchant of Venice (Clarendon Press Series).....	0	8	0
Do. The Tempest do.	0	12	0
Jevons' Elementary Lessons in Logic, Deductive and Inductive	1	12	0
Cowper's Select Minor Poems, by Griffith, 2 vols. (Clarendon Press Series)	3	0	0

	Rs.	a.	p.
Green's Short History of the English People	4	4	0
Irving's Tales of a Traveller	1	0	0
Lawson's Eminent English Writers	0	12	0
Pascal's Provincial Letters (New edition)	1	0	0
Malleson's Native States of India in Subsidiary Alliance with the British Government, with Map	7	8	0
Blackie's Self-Culture, Intellectual, Physical, and Moral..	1	4	0
Goldsmith's Vicar of Wakefield, with Illustrations (Warne & Co.)	1	12	0
Keane's Hand Book of the History of the English Lan- guage; new and enlarged edition	1	12	0
Tennyson's Queen Mary: a Drama	3	0	0
Elliot's History of India as told by its own Historians, Vol. VI.	10	8	0
Johnston's Illustrations of Natural Philosophy, mounted on rollers and varnished, as under:—			
Sheet No. I.—Properties of Bodies	6	0	0
Do. No. II.—Mechanical Powers	6	0	0
Do. No. III.—Hydrostatics.....	6	0	0
Do. No. IV.—Hydraulics	6	0	0
Do. No. V.—Human Anatomy and Physiology, Plate I.	6	0	0
Do. No. VI. Do. do. Plate II.	6	0	0
Do. No. VII.—Steam Engines	6	0	0
Do. Illustrations of Botany, Sheets Nos. I-IV., each at	6	0	0
Do. Illustrations of Astronomy, Sheets I-III. (The Solar System, Astronomical Dia- grams, and Celestial Objects), each sheet.	6	0	0

DEPARTMENTAL NOTICES.

*Rules regarding Additions to Salaries.**Salaries and Allowances.*

No. 2883.

FINANCIAL DEPARTMENT.

Bombay Castle, 10th July 1876.

Read again the following Resolution of the Government of India,
in the Financial Department, No. 3601, dated 30th September
1875:—

RESOLUTION.—In supersession of previous orders on the subject,
the Governor General in Council is pleased to resolve that in future,
without the previous sanction of the Governor General in Council,
no addition to any salary paid from Imperial Funds shall be made
from Provincial or Local Funds, or from the income of Wards'

Estates, or from any other funds administered by the Government or its officers as trustees. If such addition made from Provincial or Local Funds has the effect of raising the pay of an officer above Rupees 5,000 a year, the sanction of Her Majesty's Secretary of State for India is necessary before the additional allowance can be drawn.

In like manner the Governor General in Council resolves that any addition to any pay chargeable to Provincial Funds which if made from Provincial Funds would require the sanction of the Government of India, under paragraph 21 of the Resolution No. 3334, dated 14th December 1870, shall require such sanction if made from Local Funds.

And without the previous sanction of the Local Government no addition to any salary paid from Provincial Revenues shall be made from the income of Wards' Estates, or from any other funds administered by the Government or its officers as trustees.

Read also Memorandum from the Government of India, Financial Department, forwarding copy of the following letter, No. 2452, dated 28th April 1876, addressed by them to the Secretary to the Government of the Panjab:—

"With reference to your letter No. 2404 dated the 30th November 1875, I am directed to say that a public servant may not receive pay from a Municipality without the previous consent of the Government, given in the same way as prescribed by the Resolution of 30th September 1875."

RESOLUTION.—Copies of the above papers should be forwarded for the information and guidance of all departments of the Secretariat, and all Heads of Offices under the Revenue, Financial, and General Departments of the Secretariat.

(Signed) E. W. RAVENSCHROFT,
Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL;
all HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL
DEPARTMENTS of the SECRETARIAT.

No. 753 of 1876.

EDUCATIONAL DEPARTMENT.

Copy forwarded to the Director of Public Instruction.

(Signed) C. GONNE,
Secretary to Government.

Bombay Castle, 22nd July 1876.

K. M. CHATFIELD,
Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
1st August 1876.*

Rules regarding Advances of Public Money.

NOTIFICATION.

The subjoined Government Resolution, No. 3027, dated 21st July 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
2nd August 1876.

Advances.

No. 3027.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st July 1876.

Extract from a Resolution passed by the Government of India in the Financial Department, No. 1291, dated 30th June 1876:—

Para. 3. The Governor General in Council is pleased to decide that in future the following rules shall apply to all advances of public money:—

1st.—No advances should be made without the general or special sanction of the Government of India, unless in any case the local Government is empowered by law to make such advance without reference to the Imperial Government.

2nd.—Regular provisions should be made in the estimates for all advances, and no advance is to be made without the special sanction of the Government of India, unless funds have been duly provided in the estimates and sanctioned by the Governor General in Council.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices under those Departments.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Rules regarding Acceptance of Presents by Government Servants.

NOTIFICATION.

The subjoined Government Resolution, No. 2271, dated 25th July 1876, General Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
4th August 1876.

Presents.

No. 2271.

GENERAL DEPARTMENT.

Bombay Castle, 25th July 1876.

Memorandum from the Officiating Under-Secretary to the Government of India, Home Department (Public), No. 1144, dated 13th July 1876:—

Circular No. 1299G., dated Simla, the 20th June 1876.

From T. H. Thornton, Esquire, B.C.L., Officiating Secretary to the Government of India, Foreign Department,

To the Chief Commissioners, Mysore and Ajmere; Residents, Hyderabad, Nipal, and Mandalay; Agents, Governor General, Central India, Rajpootana, and Baroda; Political Resident, Persian Gulf; Political Agents, Munnipoor and Turkish Arabia; Agent, Governor General, ex-King of Oudh, and Superintendent of Political Pensions; and General Superintendent of Operations for the Suppression of Thuggee and Dacoity.

I am directed to forward, for your information and guidance and communication to your subordinates, the following summary of the existing law and rules regarding the acceptance by Government servants of presents from Native Chiefs and others:—

- (I.)—The main provisions of the law on the subject are contained (see Appendix) in 13 George III., Chapter 63, Sections 23-24; 33 George III., Chapter 52, Sections 62-63; 3 and 4 William IV., Chapter 85, Section 76.
- (II.)—The prohibition of the receipt of presents from Native Chiefs and others does not extend to the receipt of a few flowers or fruits, and articles of inappreciable value, although even such trifling presents should be discouraged.
- (III.)—It does not extend to the exchange of presents between Governors, Lieutenant-Governors, Chief Commissioners, Agents to the Governor General or Political Officers generally in their ceremonial intercourse with Native Chiefs, on which occasions the presents from the Chiefs are deposited in the Government Toshakhana, and return presents are given at the Government expense.
- (IV.)—It does not apply to presents to Medical Officers made *bonâ fide* for services rendered.
- (V.)—The general prohibition extends to all servants of Government, Native or European, Covenanted or Uncovenanted, in whatsoever Department they may be serving.
- (VI.)—Where presents cannot absolutely be refused without giving offence, they must be delivered up to Government; and

to this rule no exception whatsoever is permissible, save with the express sanction of His Excellency the Governor General in Council, which will only be given under very special circumstances.

2. The Governor General in Council desires that the above rules may be strictly observed, and no deviation therefrom permitted, except with the previous sanction of the Government of India.

No. 1300a.

Copy forwarded to the Home Department, for information and circulation to all Local Governments within British Territory.

APPENDIX.

[*Extract 13 Geo. III., Chap. 63, Sections 23 and 24.*]

XXIII. And be it further enacted by the authority aforesaid

The Governor General, Council, and Judges restricted from accepting any present.

that no Governor General, or any of the Council of the said United Company's Presidency of Fort William in Bengal, or any Chief

Justice, or any of the Judges of the Supreme Court of Judicature at Fort William aforesaid, shall, directly or indirectly, by themselves or by any other person, or persons for his or their use, or on his or their behalf, accept, receive, or take of or from any person or persons, in any manner or on any account whatsoever, any present, gift, donation, gratuity, or reward, pecuniary or otherwise, or any promise or engagement for any present, gift, donation, gratuity, or reward. * * *

XXIV. And be it further enacted by the authority aforesaid

No person holding a civil or military office under the Crown or Company shall accept any donation or gratuity.

that from and after the first day of August one thousand seven hundred and seventy-four no person holding or exercising any civil or military office under the

Crown, or the said United Company, in the East Indies, shall accept, receive, or take, directly or indirectly, by himself, or any other person or persons on his behalf, or for his use or benefit, of and from any of the Indian princes or powers, or their ministers or agents (or any of the natives of Asia), any present, gift, donation, gratuity, or reward, pecuniary or otherwise, upon any account, or on any pretence whatsoever, or any promise or engagement for any present, gift, donation, gratuity, or reward. * *

[*Extract 33 Geo. III., Chap. 52, Sections 62 and 63.*]

LXII. And be it further enacted that the demanding or re-

Receiving gifts to be deemed a misdemeanour.

ceiving any sum of money, or other valuable thing, as a gift or present, or under colour thereof,

whether it be for the use of the party receiving the same, or for, or pretended to be for, the use of the said Company, or of any other person whatsoever, by any British subject holding or exercising any office or employment under His Majesty, or the said United Company in the East Indies, shall be deemed and taken to be extortion and a misdemeanour at law, and shall be proceeded against and punished as such, under and by virtue of this Act; and the offender shall also forfeit to the King's Majesty, his heirs and successors, the whole gift or present so received, or the full value thereof.

LXIII. Provided always, and be it further enacted, that the Court or Jurisdiction before whom any such offence shall be tried shall have full power and authority to direct the said present or gift, or any part thereof, to be restored to the party who gave the same, or to order the whole, or any part thereof, or of any fine which the Court shall set on the offender, to be paid or given to the prosecutor or informer, as such Court in its discretion shall think fit.

[*Extract 3 and 4 William IV., Chap. 85, Section 76.*]

LXXVI. And be it enacted that there shall be paid to the several officers hereinafter named the several salaries set against the names of such officers, subject to such reduction of the said several salaries respectively as the said Court of Directors, with the sanction of the said Board, may at any time think fit; that is to say—

To the Governor General of India, two hundred and forty thousand sicca rupees :

To each ordinary Member of the Council of India, ninety-six thousand sicca rupees :

To each Governor of the Presidencies of Fort Saint George, Bombay, and Agra, one hundred and twenty thousand sicca rupees :

To each Member of any Council to be appointed in any Presidency, sixty thousand sicca rupees :

and the salaries of the said officers respectively shall commence from their respectively taking upon them the execution of their respective offices; and the said salaries shall be the whole profit or advantage

Acceptance of gratuities a misdemeanour. which the said officers shall enjoy during their continuance in

Passage-money fixed. such offices respectively; and it shall be, and it is hereby declared to be, a misdemeanour for any such officer to accept for his own use, in the discharge of his office, any present, gift, donation, gratuity, or reward, pecuniary or otherwise, whatsoever, or to trade or traffic for his own benefit, or for the benefit of any other person or persons whatever, &c., &c.

RESOLUTION.—To be communicated to all Departments and all Heads of Offices under the several Departments of the Secretariat, for information and guidance.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT ; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT ; the ACCOUNTANT GENERAL.

Reports of Stamp Forgeries.

NOTIFICATION.

The subjoined Government Resolution, No. 4211, dated 22nd July 1876, Revenue Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11th August 1876.

Stamps.

No. 4211.

REVENUE DEPARTMENT.

Bombay Castle, 22nd July 1876.

Endorsement from the Government of India, Financial Department, forwarding, for information and guidance, copy of the following letter addressed by them to the Government of the North-Western Provinces, No. 545, dated 26th May 1876 :—

“In continuation of Financial Circular Order No. 3635, dated 7th December 1875, I am directed by the Governor General in Council to say that mere ordinary cases of the fraudulent use of postage labels, such, for instance, as the use a second time of an obliterated label, need not be specially reported to the Government of India, unless there is some peculiarity about the case which makes it important.

“2. The discovery of any forged postage labels should be immediately reported.”

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, and of the Heads of Offices under the Revenue, Financial, and General Departments, with reference to Government Resolution No. 6079,* dated 27th October 1875.

(Signed) E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT ; all HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS.

* See Record for December 1875, page 284.—ED. E. E. R.

Books Sanctioned.

NOTIFICATION.

Mr. Bradshaw's "Milton for Indian Students, with Notes," is sanctioned for use as a Text-Book in Government Schools and as a Prize and Library Book.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
16th August 1876.

Erratum in the Educational Directory for 1875-76.

In the Educational Directory for 1875-76, pages 38 and 39, No. 261 (Ghelabhai Bhukandas Shaha), column 8, "Other languages known," for "English" read "English and a little of Urdu and Marathi."

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26th August 1876.

Voluntary Examination for Teacherships in Southern Division.

NOTICE.

*Educational Inspector Southern Division's Examination of
Matriculated Teachers, &c., 1876.*

Candidates are requested to send their names to the undersigned by 20th September.

The Examination will be held at Belgaum on the first Monday in October.

The particulars of the Examination are the same as are given on pp. 188-9 of the *Bombay Educational Record* for August 1876. Candidates from the Southern Division will be examined in translation from and into their vernacular, whether Canarese or Marathi.

W. A. RUSSELL,
Educational Inspector, S. D.

Belgaum, 10th August 1876.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF JULY TO THE 15TH OF AUGUST 1876.

17th July 1876.—A month's privilege leave granted to Mr. Gokaldas K. Parekh, Deputy Educational Inspector, Gujarati Schools, Bombay, is cancelled.

- 18th July 1876.—Mr. Vishnu Jivaji Khandekar is appointed substantive *pro tem.* Eighth Assistant Master in the Kolhapur High School, until further orders.
- 19th July 1876.—Six months' leave on private affairs is granted to Mr. Gopal Abaji Rajé, Second Assistant Master, Jagannath Shankarsett School, Bombay.
- 19th July 1876.—Mr. Narso Mahadeo Gadré is appointed Acting Second Assistant Master, Jagannath Shankarsett School, *vice* Mr. Rajé, on leave.
- 21st July 1876.—Mr. Martand Ganesh Panshé is appointed, from the 15th instant, Senior Vernacular Teacher in the Poona Civil Engineering College, *vice* Mr. Mahadev Narayan Tembé.
- 25th July 1876.—Mr. Dhanjisha Edalji Kothawala is appointed substantive *pro tem.* First Assistant Master, Branch School, No. 1, Ahmedabad.
- 25th July 1876.—Mr. Lalitashankar Lalshankar Vyas is appointed substantive *pro tem.* First Assistant Master, Parsi Panchayat English School, Surat.
- 25th July 1876.—Mr. Lakshminarayan Parsadraya is appointed Fifth Assistant Master, Nariad High School.
- 25th July 1876.—Mr. Jamiyatram Ramchandra Desai is appointed Head Master, English School, Dholka.
- 25th July 1876.—Three months' leave, without pay, is granted to Mr. Keshavlal Motiram Pandya, First Assistant Master, Kaira English School.
- 26th July 1876.—Messrs. Motichand Odhayji Shett, Assistant Master, Surat High School, and Malhar B. Belsaré, probationary Sanskrit Teacher, Rajkote High School, have been allowed to exchange places.
- 26th July 1876.—Six months' leave, without pay, is granted to Mr. Govind Venkatesh Datar, Second Assistant Master, Belgaum High School.
- 28th July 1876.—Mr. B. Y. Kerur, F.E.A., is appointed substantive *pro tem.* Second Assistant Master, Belgaum Sirdars' High School.
- 8th August 1876.—Six months' leave, without pay, is granted to Mr. Parshotam Gopal Kelkar, Fourth Assistant Master, Ahmadnagar High School.
- 8th August 1876.—Mr. R. V. Gadré, F.E.A., is appointed substantive *pro tem.* Fourth Assistant Master, Ahmadnagar High School.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th August 1876.

THE
Bombay Educational Record.

No. 10.]

OCTOBER 1, 1876.

[Vol. XII.]

THE MONTH.

As the Matriculation Examination will shortly come under discussion in connection with the general supervision of the University Regulations now proceeding, we think we are doing some service in putting 'on record,' and drawing attention to, the important letter in which four years ago Mr. Peile expressed his matured conclusions on the subject. A careful study of the letter will probably assist our readers towards some definiteness of view on some of the many important points involved. At the time Mr. Peile's letter was circulated, it was accompanied by one addressed to the Registrar of the University by Mr. Chatfield, expressing a general concurrence with Mr. Peile's views; but as the letter was not written for publication, and was printed, if we remember right, without the author's permission, we do not feel justified, though it contains several suggestions of value, in reproducing it. We may mention, however, that Mr. Chatfield strongly condemns the neglect of the vernaculars, and would even "in preference to the present system, again put the vernacular into higher examinations, compelling those who take it up to bring up something of Physical Science in addition, so as to balance the greater difficulty of the classic with something of practical use." Mr. Chatfield has also on several occasions expressed his approval of the principle of classifying matriculates, so as to temper the exclusively numerical test of a school's efficiency by the introduction of the element of quality. In regard to the question of classification, indeed, all the reasons and arguments have for years past been on one side.

We hear that the University of Madras has resolved in future to appoint examiners on the plan adopted by the University of London, of selection from candidates for the office, whose names are to

be obtained in answer to advertisement. The new plan will, no doubt, have some advantages over the old one, but it is a serious question whether it will not bring a still greater number of disadvantages in its train. The case of London is hardly analogous.

MR. G. W. FORREST has returned to India and rejoined his appointment at Surat in, we are glad to know, greatly improved health. While on leave in England Mr. Forrest was far from idle. Besides frequent contributions to the *Saturday Review* and *Pall Mall Gazette*, he found time to write three very interesting studies on "Swift," "Palmerston," and "Lord Macaulay," which appeared in the *Temple Bar* magazine for February, April, and June of this year. Mr. Forrest has also, we understand, begun "A Short History of India," of which the first volume is nearly finished. Such literary activity is quite refreshing to hear of now-a-days.

GLIMPSES of "ourselves as others see us" are usually more edifying than agreeable to read, and in some respects an article on "England's Mission in India," by a distinguished foreign critic, in a late number of the *Revue des deux Mondes*, is no exception to the rule. The writer of the article, Count Goblet d'Alviella, traversed India with the party of H. H. the Prince of Wales, and the *Times of India* has published a very interesting *précis* of his observations and opinions. As we just hinted, these are not always favourable, but our foreign critic is all admiration for the educational systems which he saw everywhere so liberally and so cheaply provided. In Bengal alone there are, he says, 1,124 scholarships of different kinds! "We know," he continues, "no civilized nation where talent has such chance of fair play in the organization of popular instruction, whatever the rank, class, or fortune in which it occurs, and we can frankly affirm that among the European states no government could, without being taxed with socialism, intervene in such a liberal fashion to facilitate and foster poverty-stricken genius."

Such an emphatically expressed opinion from such a quarter deserves to be noted.

THE Poona Native Institution has sent us an appeal, just put forth by its managers, for funds. The subscriptions, &c. received for the year 1876-77 up to the 15th September amount to Rs. 225 only, and

Government have not been able to register the school for a grant-in-aid. These facts ought to stimulate those who think this institution is needed, to come forward with assistance.

THE following is said to be a complete list of the Oriental scholars who have promised to contribute to the "Sacred Books of the East," to be edited by Prof. Max Müller:—Dr. Bühler, Dr. Barnell, Prof. Cowell, Prof. Eggeling, Dr. Jolly, Prof. Kielhorn, Dr. Legge, Prof. Pischel, Rajendralal Mitra, Prof. Thibaut, and Dr. West.

THE NOTICE TO EX-STUDENTS OF ELPHINSTONE COLLEGE.

THE authorities of Elphinstone College have put forward a notice of some importance to ex-students of the College who may intend to go up to any future F.A. or B.A. Examination of the University on the strength of having previously attended the requisite number of terms. The notice is, in short, that all such students will have to submit to a preliminary examination at the College before the certificate of permission to appear before the University will be given. That some requirement of this kind was inevitable has been foreseen for a considerable time. The University requires the Principal of the College to say of each student who applies to be admitted to the F.A. or B.A. Examination, "I certify that he has my permission to present himself at the examination." A clear responsibility is thus devolved on the College authorities to satisfy themselves of the *prima facie* fitness of the persons they send up to undergo the examination. The practice has hitherto been somewhat loose in testing this fitness in the case of ex-students: henceforward it will be brought into strict accordance with the theory contemplated in the University Regulations. It may perhaps be urged that a student permitted to appear at one examination, if unsuccessful, might properly be allowed to appear at a subsequent examination without the application of any fresh test of fitness. The answer to this plea is two-fold. In the first place the books prescribed for examination in the various languages vary from year to year, and therefore a fresh test is needed; and, in the second place, the phenomenon of a student actually retrograding—getting more stupid from year to year—is unfortunately by no means uncommon in the class of young men to which ex-students generally belong. The regulation, of which notice is now given, is so framed as to avoid the possibility of hardship in peculiar cases,—where, for example, the candidate may be employed in a distant province; and we cannot but regard it as a judicious step in the right direction, and likely to work well both in the interests of the College and the University.

MR. J. B. PEILE ON THE MATRICULATION EXAMINATION.

The following letter, containing the views of Mr. J. B. Peile, our late Director of Public Instruction, on the Matriculation Examination, was addressed to the Registrar in the month of April 1872, and discussed at a meeting of the Senate in the month of December following. No definite conclusion was come to on the proposals, but their republication at the present time may be opportune:—

No. 329 of 1872-73.

*Office of the Director of Public Instruction,
Bombay, 20th April 1872.*

To JAMES TAYLOR, Esq.,

Registrar of the University, Bombay.

SIR,

I have the honour to recommend that the substance of the following propositions be embodied by the Syndicate in the Regulations for the Matriculation Examination:—

(1) That every Indian candidate for Matriculation who presents himself for examination in a classical language shall also satisfy the Examiners in the paper of prose passages for translation from English into his vernacular, and his vernacular into English.

(2) That the list published according to Rule 8 shall consist of two parts, the first part to contain the candidates who have passed with a classical language, and the second part those who have passed with a vernacular as second language; and that the successful candidates in each part shall be arranged in order of merit, and the total marks gained by each shall be shown opposite his name in the list.

(3) That the questions in Elementary History and Geography shall be taken from the history of India and of England only.

If the third proposition is rejected by the Syndicate, I then propose—

That the University shall cause to be prepared by competent scholars brief manuals (1) of ancient and (2) of modern history; and that the questions in history other than Indian History shall be taken from those manuals.

2. The first of these propositions has already been offered by me to the Syndicate and rejected. But I trust that it will be considered again, for I am confirmed by daily experience in my conviction that it is salutary and even necessary. It follows, from the great influence which the University deservedly exercises, that what the University does not especially encourage, that it discourages. Now, as you say, "the vernaculars have been excluded from the higher examinations of the University, they are not studied in any recognised college." The effect of this on the High Schools which

prepare boys for matriculation is naturally that much time and labour are devoted to the classics, and little to the vernaculars. I have myself given great attention to the improved teaching of the classics, especially Sanskrit, in the Government High Schools, in order that boys may be fit, when they go to college, to profit by the lectures of the college tutors. The Government Arts Colleges no longer admit undergraduates who are not thus prepared, and doubtless it is quite right that the vernaculars of India should not be admitted as an object of study in the Arts Colleges. But it seems equally clear that the vernaculars should be encouraged everywhere as a *medium* of study, and that the weight of the University should be given to their improvement for that function.

3. The question to be considered is whether the University can satisfy itself that a candidate has received the elements of a really liberal education without requiring proof of his mastery over his own vernacular; and whether, in the absence of such proof, the University retains the means of assuring itself that the higher education which it proposes to test is fully qualified to take the part it ought to take in the great work proposed by the founders of Indian Universities—the work of raising the intellectual status of the whole population of India.

4. When it is considered that if a revival of national literature is ever accomplished in India, the medium will inevitably be the existing vernaculars, more or less improved according to the study and scholarship applied to them, in the mean time it cannot be denied that the vernaculars should have an important place somewhere in our educational system, and that even University students should be made to perceive that their improved power and method of thought must be largely employed in and upon the popular language, if they mean to repay in benefit to their fellow-countrymen the outlay made on their education from the public purse. If the University cannot effect the latter object by prizes for essays in the vernaculars (which seems desirable), it can at any rate easily oblige all High Schools to keep the vernaculars in view throughout the entire school course by the regulation which I have now suggested.

5. In the new standards of instruction for Government Schools introduced last year, I made the study of the vernacular obligatory, as well as the study of a classic, instead of allowing the alternative of studying one or the other, which was the previous practice. I do not propose to make boys traverse a large area of vernacular reading in the higher standards, but rather to require them to use their own tongue with English and Sanskrit as interchangeable media of thought; and I am persuaded that in so using their vernacular they will also learn English and Sanskrit more easily and better. The expressed or implied opinion of many schoolmasters that this restoration of the vernacular is virtually the addition to the school course of a new subject, which they would be glad to be spared, points most distinctly to the imminent danger of neglect to which

the vernaculars have been exposed. I believe that boys may study both vernacular and classic perfectly well in the way I have indicated; but, if it is a question of sacrificing one or the other, I would not, looking to the interests of the whole Indian people, elect to abandon the vernacular.

6. I desire to call attention to the views expressed by the Honourable Court of Directors in the despatch by which the Indian Universities were founded:—

“It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. It is indispensable that in any general system of education the study of them should be assiduously attended to, and any acquaintance with improved European knowledge which is to be communicated to the great mass of the people can only be conveyed to them through one or other of these vernacular languages.

(To be continued.)

ON THE PRACTICAL TEACHING OF EXPERIMENTAL PHYSICS IN SCHOOLS.

(Continued from page 204.)

A second method consists in oral instruction by lectures, illustrated by experiments performed by the teacher before the whole class. At first sight this seems to be an irreproachable method, and undoubtedly it is the best and only one by means of which some information on physical phenomena can be conveyed to large audiences. Nor seems there any other way of exhibiting before a body of students or educated people some result of recent discovery, or giving them a connected exposition of some great principle, with the leading steps or precursory experiments that have prepared its adoption or established its power. But I fail altogether to see its advantage as a school method. We do not teach writing, reading, or arithmetic by confining ourselves to writing letters or sentences on a blackboard, or by reading the alphabet or a page out of a book, before our classes, or by showing how a sum in arithmetic is done. We do all these things; but our pupils learn how to write and read, and so on, only by repeating over and over again for themselves what the teacher has shown. The tediousness of the lecturing process before a class of boys or girls is notorious; and in a lecture on Physics especially, as every conscientious teacher will admit who has ever attempted such a lecture, the natural vivacity and curiosity of youthful minds directs their whole attention so much to the apparatus displayed on the table, and finally to the experiment, that the verbal instruction is only very partially listened to; and I have over and over convinced myself that the instruction is taken as a

kind of bitter pill, and the experiment as its coating of jam. It is undoubtedly true that by performing one or two experiments illustrative of some principle, and by indefatigable questioning and cross-questioning, a knowledge of that principle may be ineradicably established in half the members of a class; but the other half, through want of attention, seems utterly incapable of learning anything about the subject, and gradually more and more the work of the teacher fails to effect uniform progress. We might disregard this want of complete success if our aim in teaching Physics were nothing else but to demonstrate and impress upon our pupils a certain number of physical facts or laws; but surely it is far more than mere pieces of knowledge which we are anxious to give to our boys and girls during their school years. We wish to train their senses and their intellects, we endeavour to guide and direct their powers of volition to the right ends, and we are working for this—that their emotional and moral life may be in accordance with the highest possible standard. How can we possibly proceed with a greater certainty of success in such a work than by bringing our youthful charges face to face with nature itself? Let them arouse for themselves those forces which man has discovered and uses for his benefit. Let each of them learn to put questions to nature in a proper manner, calculated to receive answers; show them how to read these answers for themselves; let them put answer to answer, and thus learn from nature itself what no human lips can ever teach so well.

This can, in my opinion, only be accomplished by a method of teaching altogether different from those two which I have briefly sketched. There is a third method of teaching Physics in use, especially at Universities, a modification of which seems to me particularly suited for elementary instruction. Anybody who desires to become thoroughly acquainted with some branch of Physics or of Chemistry, or in fact any of the other branches of the Natural Sciences, either from an individual inclination for and interest in the subject, or for some special definite professional purpose, does not trust to the reading of books, nor does he depend on mere lecture courses with illustrative experiments. He considers books and lectures as useful adjuncts to his studies, but he essentially trusts to the individual practical work which he may be enabled to do under the guidance of experienced teachers. He devotes a considerable time, often three or four years, to regular work in a laboratory, where he learns how to observe, how to experiment, how to measure, how to compute his results, and how to deduce physical facts from his work. It is not our object to make our pupils in schools physical experimenters, any more than we aim at making a writing-master, or a public reader, or a professor of mathematics, of every child to whom we teach writing, reading, and arithmetic. The fact proves that practical work is considered to be the only real method of obtaining the knowledge desired; and experience shows abundantly that

men who have done a certain amount of practical work in physical or chemical laboratories will stand above every mere book student, however wide his range of reading, in the mode of treating any problem not of science alone, but of life itself. He who has ever done practical science work in a genuine scientific manner will, in my opinion, be a different and a more useful man than the most profound scientific library hermit. That so great advantages should be rendered available also to those who make their first elementary steps in acquiring knowledge has been the wish of every earnest teacher; but unfortunately it has, so far, generally been considered that there are many serious obstacles in the way of introducing in our public and private schools systematic practical work to be done by the pupils there. I propose to show how these difficulties may be diminished or entirely overcome, and for this purpose it may be best to describe, as far as possible on an occasion like the present, the system of teaching Experimental Physics, and related branches of the Experimental Sciences, which has been adopted, and is more and more worked out and perfected at the London International College since the beginning of 1873.

(To be continued.)

DEPARTMENTAL NOTICES.

Purchase of Books published in India.

NOTIFICATION.

The subjoined Government Resolution, No. 3381, dated 16th August 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction,

Poona, Office of the Director of Public Instruction,
1st September 1876.

Books.

No. 3381.

FINANCIAL DEPARTMENT,

Bombay Castle, 16th August 1876.

Memorandum from the Revenue Commissioner, S. D., No. 2042, dated 27th June 1876—Submitting a letter from the Collector of Satara, No. 2713, dated 20th idem, who requests sanction to the charge of Rs. 1-8-0 incurred for purchasing two copies in pamphlet form of the District Municipal Act: and suggesting that heads of offices receive the general instructions which prohibit their incurring expenditure of this nature without the previous sanction of Government.

Memorandum from the Accountant General, No. A.I.-6840, dated 31st July 1876—Stating that the charge has been objected to,

for want of Government sanction; and inviting attention to the suggestion made by the Revenue Commissioner, S. D.

RESOLUTION.—The charge that has been incurred is sanctioned.

2. The attention of all officers should again be directed to the orders contained in Government Resolution No. 3753,* dated 16th December 1875, General Department, which prohibits such an expenditure being incurred without the previous sanction of Government.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the REVENUE COMMISSIONER, S. D.; all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Punctual Despatch of Establishment Returns.

NOTIFICATION.

The subjoined Government Resolution, No. 3492, dated 24th August 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

9th September 1876.

No. 3492.

EXTRACT from the Proceedings of the Government of Bombay in the Financial Department, dated 24th August 1876.

READ the following letter from the Accountant General, to the Chief Secretary to Government, Financial Department, No. C.B.-7186, dated 9th August 1876 :—

I have the honour to bring to the notice of Government the names of the defaulting officers (as per list attached) who have not as yet sent their book of Establishment returns, which should be despatched, according to the ruling of the Government of India, on the 1st†

† Since deferred to the 15th.

of April of each year. These returns are now four months overdue, and it seems therefore very improbable that the general books of establishment will be ready for despatch to the Secretary of State for India, and the Government of India, so as to reach the latter on the 1st September next, the date on which the general return is due in Calcutta. The Government of India, in their Resolution No. 4651 dated 29th July 1874, and in their subsequent letter to this Government No. 1930 dated 31st July 1876, lay great stress on the punctual receipt of these important documents, and unless they are

* See Record for January last, page 23.—Ed. B. E. E.

sent by the prescribed date to this Department it is obviously impossible to comply with the Government of India's injunctions.

2. It has been found necessary to make numerous alterations in the book of Establishment returns submitted to this Department, and a few of them have been entirely prepared in this office, rather than allow any further delay to occur, and I may add that very few of the books of Establishment returns were received by due date.

3. In this office letter No. 407 dated 4th April 1874 it was remarked that the punctual submission by the different officers of their annual statement of Establishment could not, it was found from previous experience, be relied on, and the circumstance now brought to the notice of Government corroborates that statement, and unhappily confirms the apprehension that was expressed in this office letter, that delay would occur if Government did not insist on officers sending their returns by the date prescribed by the Government of India. I trust that Government will notice with displeasure the delay in the transmission of these statements, and will issue such stringent orders as will prevent the recurrence of any delay beyond the date fixed by the Government of India.

LIST of Officers referred to in paragraph 1 of the above letter.

Name of Establishment.	When received.	Last call made on
<i>Imperial.</i>		
Superintendent, Revenue Survey, Ratnágiri		22nd July 1876.
Deputy Collector, Frontier District, Upper Sind		19th " "
Assistant Conservator of Forests, Colába and Dápoli		28th " "
Protective Establishment, Colába and Dápoli		28th " "
Surgeon to the Coroner of Bombay ..		These books of Establishment returns are now being prepared in this office, to avoid any further delay.
Commissioner for taking Affidavits, Bombay		
Civil Surgeon, Broach		
Do. Ahmednagar		
Do. Khandesh		
Do. Sholápur		
Do. Kaládgí		
Do. Belgaum		
Do. Nasik		
Do. Hyderabad		
Presidency Surgeon, 2nd District ...		
Civil Surgeon, Vingorla		
Senior Apothecary, Gogo		

Name of Establishment.	When received.	Last call made on
<i>Imperial—continued.</i>		
Surgeon in charge of Medical Establishment, Kolhapur		7th July 1876.
Political Superintendent, Upper Frontier, Sind		19th " "
Assistant do. do.		19th " "
Political Agent in charge of Infantry Establishment, Kolhapur... ..		7th " "
<i>Provincial.</i>		
District Registrar, Upper Frontier, Sind		2nd Aug. 1876.
Superintendent of Police, Frontier District, Upper Sind		2nd " "
Chaplain in charge of Cemetery at Kurrachee		The Collector promises to furnish as soon as it is received.

RESOLUTION.—The Officers mentioned by the Accountant General should be called upon to furnish an explanation of the delay that has occurred in submitting the returns of Establishments.

2. All Heads of Offices should again be reminded that it is very important that these returns should be sent punctually to the Accountant General, and the occurrence of delay in this respect will be viewed by Government with much displeasure.

Ordered that copies of the above be forwarded to—
ALL CIVIL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

"Contingencies" never to include Salaries.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 3633, dated 1st instant, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th September 1876.

Salaries and Allowances.

No. 3633.

FINANCIAL DEPARTMENT.

Bombay Castle, 1st September 1876.

Resolution of the Government of India in the Financial Department,
No. 2298, dated 24th August 1876 :—

Read again—

Financial Notification No. 1221, dated 21st February 1870,
directing "that no salaries must on any account be charged
or admitted as *contingent* expenditure."

Read also—

A letter from the Chief Commissioner of British Burmah, No.
636-264, dated 11th July 1876, stating that an increase of pay
to the extent of Rs. 5 a month paid to the sweeper attached
to the Deputy Commissioner's Court, Prome, has hitherto
been drawn in the Deputy Commissioner's monthly contingent
bills as "coolie hire;" and recommending that, in supersession
of the present objectionable practice, the pay of the sweeper
may be raised from Rs. 7 to Rs. 12 a month.

RESOLUTION.—In sanctioning the increase applied for by the Chief
Commissioner of British Burmah, the Governor General in Council
observes that the Deputy Commissioner of Prome should not have
made contingent additions to the pay of the sweeper. Such additions
are opposed to the rule contained in Financial Notification No. 1221
dated 21st February 1870; and His Excellency in Council desires,
again, to forbid any addition to pay being treated as a contingent
charge.

ORDERED that a copy of this Resolution be sent to the Chief Com-
missioner and to the Accountant General, British Burmah, with a
request to the latter that he will explain why he admitted the
irregular charge, contrary to the rule prescribed in Financial Notifica-
tion No. 1221 dated 21st February 1870.

Ordered also that this Resolution be distributed for information
and guidance as follows :—

- 1.—To the several Departments of the Government of India.
- 2.—To the several Local Governments and Administrations.
- 3.—To the Comptroller General and to the several Accountants
General and Deputy Accountants General in independent
charge.
- 4.—To the several Chiefs of Departments administered by the
Government of India in the Financial Department.

RESOLUTION.—Copies to be forwarded for the information and

guidance of all Departments of the Secretariat, and all Heads of Offices under those Departments.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Clothing disallowed to servants other than Peons.

NOTIFICATION.

The subjoined Government Resolution, No. 3820, dated 15th September 1876, is published for the information of Educational Officers.

2. In future no Clothing will be supplied to any servants except to those Peons who have always received it.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st September 1876.

Clothing.

No. 3820.

FINANCIAL DEPARTMENT.

Bombay Castle, 15th September 1876.

Transfer from the Educational Department of the Secretariat, No. 840, dated 14th August 1876, of a letter from the Director of Public Instruction, No. 2368, dated 9th idem—Reporting that the Accountant General has checked the usual charge of Rs. 15 (spent from the contingent grant of the Poona High School) incurred in the month of August last on account of clothing for two Kámátis attached to the school; and requesting that the charge may be allowed.

Memorandum from the Accountant General, No. A.P.-8683, dated 7th September 1876—Reporting that the charge of clothing for the two Kámátis, defrayed out of Contingencies, is inadmissible, as it is unusual to supply other than peons and messengers with clothing at the expense of Government.

RESOLUTION.—As the expenditure has already been incurred, it may be passed, but the Director should be requested to issue the necessary instructions for not incurring such charges in future.

F. S. CHAPMAN,

Chief Secretary to Government.

To the EDUCATIONAL DEPARTMENT of the SECRETARIAT (with the transfer); the DIRECTOR of PUBLIC INSTRUCTION; the ACCOUNTANT GENERAL.

Payment of Bearing Postage on Petitions out of Contingent Allowance.
NOTIFICATION.

The subjoined Government Resolution, No. 3566, dated 29th August 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
23rd September 1876.*

Petitions (Postage).

No. 3566.

FINANCIAL DEPARTMENT.

Bombay Castle, 29th August 1876.

Memorandum from the Revenue Commissioner, S. D., No. 1950, dated 20th June 1876—Submitting, with his remarks, for orders, a letter from the Collector of Sattara, No. 2425, dated 30th May 1876, who forwards correspondence on the subject of the payment of forward postage on petitions addressed to the Collector and his Assistants while on tour.

Memorandum from the Accountant General, No. A.1.-6630, dated 12th July 1876—Submitting copies of the correspondence between himself and the Revenue Commissioner, S. D.; and stating that, if the Postal Department has no objection, a saving will be effected in postage charges, provided, as proposed by his office, that all petitions be received at the Sudder Station and sent under one official cover to the Collector or to his Assistant, as the case may be.

Report by the Officiating Postmaster General, No. 11042, dated 17th August 1876 :—

The Officiating Postmaster General has the honour to report that, assuming the petitions to relate to the interests of the individual petitioner, re-direction postage could be got rid of to a certain extent by the clerk at the Sudder Station of the officer addressed taking delivery of them and forwarding them in an official packet. If an officer holds a re-direction ticket, they would go in his bag, and there would then be nothing to pay. The difficulty, however, is, the undersigned believes, not to be overcome in this way. Petitioners address their letters not merely to the Sudder Station, but to where they believe the officer addressed is; and an Assistant Collector may have petitions following him constantly, which do not go near a Sudder Station, and must be charged with re-direction postage. Then again, even supposing an officer authorizes a clerk at Huzur or near a Taluka Station to receive petitions and send them officially, how is the clerk to know which are petitions.

and which merely private letters. The Post Office could not exercise such discrimination, and if orders were given by officers that all petitions were to be disposed of in one way, and all other private correspondence in another, the Post Office could not carry them out. The undersigned thinks, therefore, that the simplest and safest way, and the one that he believes is almost always adopted, is to pay bearing postage on petitions out of petty supply or contingent allowance. If petitions were refused merely on account of re-direction postage, it would be a serious hardship to numberless petitioners, while the Post Office is at present unable to remit the re-direction charges.

2. The undersigned may mention that his predecessor, Mr. MacFarlan, once proposed to allow petitioners to prepay their petitions with double postage, with a view to clearing re-direction charges, but his proposal was negatived.

RESOLUTION.—Government agree with the Officiating Postmaster General that the best way is to pay bearing postage on petitions out of contingent allowance.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the REVENUE COMMISSIONER, S. D.; the REVENUE COMMISSIONER, N.D.; the COMMISSIONER in SIND; the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; all other HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS of the SECRETARIAT.

*Grant of Pensions and Gratuities subject to revision of
Government of India.*

NOTIFICATION.

The subjoined Government Resolution, No. 3818, dated 15th instant, Financial Department, is published for the information of Educational Officers.

K. M. CHATEFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26th September 1876.

Gratuities.

No. 3818.

FINANCIAL DEPARTMENT.

Bombay Castle, 15th September 1876.

Memorandum from the Police Commissioner, S. D., No. 1440, dated 22nd August 1876—Submitting for orders a letter, No. 610, dated 14th idem, from the District Superintendent of Police, Kaladgi, who points out a difficulty which may arise with reference to Government of India's notification No. 1924 dated

28th July 1876, directing the alteration of Section 75 of the Civil Pension Code to the effect that all pensions or gratuities granted to an officer are subject to revision by the Government of India, and may be decreased should they be in excess of what such officer is entitled to under the rules, the excess being refunded by him; states that in cases where a gratuity is sanctioned by Government to a Police officer the amount is paid at once, and it is difficult to recover it afterwards if the decision of the Government of India proves adverse; intimates that he has already applied for sanction to the grant of a gratuity to a member of the Kaládgi Police Force, which must be paid in accordance with Section 75 as it now stands; and requests to be informed what measures he is to take for the refund in case the Government of India disallow the amount sanctioned by the Local Government.

Memorandum from the Accountant General, No. P.-8673, dated 7th September 1876:—

The undersigned has the honour to report that the principle embodied in Government of India Financial Department notification No. 1924, dated 28th July 1876 may be said to have been in force prior to the publication of the notification in question, inasmuch as every grant of pension and gratuity sanctioned by the Local Government has been, and is always, reported quarterly to the Government of India. The notification in question seems to have been issued with the view of more explicitly defining the relative positions of the Local and Supreme Governments in the matter of grants of pension or gratuity, which Section 75, as it formerly stood, did not so clearly indicate.

2. The undersigned does not anticipate any grave inconvenience in the working of the amended rule. Each new recipient will be aware that his pension or gratuity is subject to revision, so that, if revised, he can have no cause of complaint on the ground of a formal sanction having been modified. But it does not necessarily follow that revision will be the rule; doubtful cases only will probably be revised, and in all such cases which are specially brought to notice by this office, payment should be withheld pending the confirmation of the Government of India to the pension or gratuity if previously sanctioned by the Local Government. It rests, however, with Government to decide whether the question should be submitted for the orders of the Government of India before an actual case occurs, or that a case of an irrecoverable retrenched gratuity be awaited.

RESOLUTION.—Government concur with the Accountant General, copies of whose report should be forwarded for the information of the Police Commissioner, S. D., and the District Superintendent of Police, Kaládgi.

2. In doubtful cases, or in cases in which the Local Government sanctions the grant of a pension or gratuity, *subject to the confirmation of the Government of India*, such pension or gratuity is not to be paid until the confirmation is actually received and is communicated to the officer concerned.

F. S. CHAPMAN,

Chief Secretary to Government.

To the POLICE COMMISSIONER, S. D.; the DISTRICT SUPERINTENDENT of POLICE, KALADGI; the ACCOUNTANT GENERAL; all other HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; all DEPARTMENTS of the SECRETARIAT.

How to describe "Marks" in Applications for Pension, &c.

CIRCULAR.

No. $\frac{P}{7000}$ of 1876-77.

FINANCIAL DEPARTMENT.

From J. L. LUSHINGTON, Esq.,

Accountant General, Bombay.

To the EDUCATIONAL INSPECTOR.

Central Division, Poona.

Dated Bombay. 17th August 1876.

SIR,—I have the honour to invite your special attention to paragraph 3 of my Circular No. P.-5872* dated 28th July 1874, and to request that, in the preparation of applications for pensions, compassionate allowances, or gratuities (Form A, Appendix A, Civil Pension Code, Second Edition), column 17—"Marks"—may be very explicitly filled in, to avoid the delay which references for more exact information necessarily entails.

2. At present it is not uncommon to find marks of identification very loosely described. One applicant may be identified, it is often reported, by "a wart on the breast;" another by "a scar near the navel;" a third, a native of India, by "a dark brown or Asiatic complexion;" a fourth by "a mole on the toe of his right foot;" a fifth by "a mark the size of a rupee on the wrist;" and a sixth by "a bald head, complexion rather dark, eyes black." Similar instances might be multiplied indefinitely: in some cases the beard is cited as a means for identification because it is "round;" in other cases the hair of the head when it happens to be "grey:" the officers concerned being, apparently, quite oblivious of the fact that marks of identification, to be trustworthy, must be unchangeable.

* See Record for September 1874, page 204.—ED. B. E. R.

3. I would therefore suggest that where indelible marks exist they should be described somewhat after this fashion :—

Warts or Moles.—Size—colour—exact position from a fixed point—such as right or left nipple—navel—shoulder, &c.

Scars.—Size—direction—~~exact~~ position. If on the leg, the part should be described, inner or outer side, front or rear, above or below the knee, &c. If on the arm,—wrist—hand—fingers ; foot or toes ; above or below the elbow—right or left arm—side of wrist—left or right—back or palm of, and which hand—joint of which ; finger or toe, &c.

Face.—Contour of,—round—flat—oval.

Eyes.—Full—sunken—prominent—colour—squint—cataract—blind. In one instance on record the fact of a sightless eye was omitted in describing the “marks” whereby the pensioner might be identified.

4. It will be obvious to Heads of Departments that absence of full particulars in the description of pensioners, if not corrected, favours personation, and consequently fraud.

5. I also request that the first and third pages of application for pension or gratuity be invariably signed by the Head of the Department, as prescribed in Appendix A, Form A, of the Civil Pension Code, 2nd Edition. At present one of the signatures is occasionally omitted.

I have, &c.,

(Signed) J. L. LUSHINGTON,
Accountant General.

(True copy)

T. WADDINGTON,
Educational Inspector, C.D.

Poona, Office of the Educational Inspector, C. D.,
1st September 1876.

Triplicates of all Bills may be discontinued.

No. 2831 or 1876-77.

Surat, Office of the Educational Inspector, N. D.,
2nd September 1876.

From Dr. G. BÜHLER,
Educational Inspector, N. D.,
To K. M. CHATFIELD, Esq.,
Director of Public Instruction.

SIR,—I have the honour to request the favour of your letting me know if there is any necessity of presenting Bills, &c. by the

Educational Officers in triplicate copies after the transfer of the accounts to the office.

2. Previous to the year 1869, when the Educational Account was kept in the Educational Inspector's Office in the same way as is now done from 1st instant, all the Educational Officers were in the practice of presenting every kind of Bill in duplicate. I may add that triplicate copy will now be useless, as the Treasury Officers need not keep a copy.

I have the honour, &c.,

(Signed) G. BÜHLER,
Educational Inspector, N. D.

No. 2929 OF 1876-77.

*Poona, Office of the Director of Public Instruction,
8th September 1876.*

TO THE EDUCATIONAL INSPECTOR, N. D.

SIR,—In reply to your No. 2831, dated 2nd instant, I have the honour to state that the triplicate Bills can be discontinued if not now required. A notice to this effect might be put into the School Papers by the Inspector.

I have the honour, &c.,

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

No. 2930 OF 1876-77.

*Poona, Office of the Director of Public Instruction,
8th September 1876.*

MEMORANDUM.

Copy forwarded to the Educational Inspector, Central Division, for information.

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

Published for the information and guidance of the Educational Officers in the Central Division.

T. WADDINGTON, Lieut.-Col.,
Educational Inspector, Central Division.

*Poona, Office of the Educational Inspector, C.D.,
14th September 1876.*

Dead Stock Returns.

CIRCULAR.

No. 2767 of 1876-77.

*Poona, Office of the Director of Public Instruction,
31st August 1876.*

From K. M. CHATFIELD, Esq.,

Director of Public Instruction,

To the EDUCATIONAL INSPECTOR,

Central Division.

SIR,—With reference to the Accountant General's Circular No. C. B. 1096 dated 26th April 1876, ordering the discontinuance of the ordinary Dead Stock Return, I have the honour to inform you that you should still collect from all Officers entrusted with articles of Dead Stock the same returns that they have supplied up to the present time. These returns, after examination, will be retained in your office, instead of being sent to the Accountant General.

2. All establishments in the Imperial or Provincial Budget will require my sanction for any articles disposed of as unserviceable, and the sanction of the Inspector will be required for all establishments paid from Local Funds.

3. All buildings belonging to Government should be included in the returns, as has been the practice hitherto; and it would be well if you also drew up a complete list of buildings, for record in your office, and each year made the necessary alterations in this list of buildings.

4. The Dead Stock Registers of Colleges and Schools should be verified at the Annual Examinations, and every Inspection Report should notice this point, and state whether the registers were found to be correct.

5. In conclusion I have the honour to state that on the date when the returns formerly sent to the Accountant General were due, a report should be made to me stating that all returns have been examined and found correct.

I have the honour, &c.,

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

The above letter is published for the information and guidance of all Educational Officers in the Central Division.

T. WADDINGTON,
Educational Inspector, C. D.*Poona, Office of the Educational Inspector, C. D.,
18th September 1876.*

Where Furniture should be purchased.

No. 2980 OF 1876-77.

*Poona, Office of the Director of Public Instruction,
9th September 1876.*

From K. M. CHATFIELD, Esq., B.A.,
Director of Public Instruction,

To Colonel T. WADDINGTON,
Educational Inspector, C. D., Poona.

SIR,—I have the honour to draw your attention to the Government Resolution No. 5287, Judicial Department, dated 14th November 1872, copy of which was forwarded to you with this office No. 4929 dated 3rd December 1872, and to request that furniture in future may be obtained, so far as possible, from Government Institutions, such as Jails and Industrial Schools.

I have, &c.,

(Signed) K. M. CHATFIELD,
Director of Public Instruction.

The above letter is published for the information of all Educational Officers in the Central Division.

T. WADDINGTON, Lient.-Col.,
Educational Inspector, C. D.

*Poona, Office of the Educational Inspector, C. D.,
19th September 1876.*

Notice to ex-Students of Elphinstone College.

NOTIFICATION.

Notice is hereby given that, in future, certificates of permission to appear at the F. A. or B. A. Examination will be granted to ex-students of Elphinstone College only under the following rules:—

- 1st. Ex-students of the College who may desire to present themselves at either of the abovenamed examinations must inform the Principal of the College to that effect at least one month before the date for sending in applications to the University.
- 2nd. They must further attend the Preliminary Examination held at the College, full particulars of which will be furnished on application.
- 3rd. No certificate will be granted to any ex-student who fails to attend the Preliminary Examination, unless he furnish evidence,

satisfactory to the College Common Room, (a) that it was out of his power to attend the examination, and (b) that he is, as regards his studies, in a state of preparedness to appear at the F.A. or B.A. Examination, as the case may be.

W. WORDSWORTH,
Principal.

Elphinstone College, Bombay,
18th September 1876.

Triplicates of all Bills may be discontinued.

NOTIFICATION.

As the accounts of the Educational Department have been re-transferred to this Office, all Educational Officers in the Northern Division are hereby informed that bills of every description, hitherto preferred in triplicate, may henceforth be presented in duplicate.

E. GILES,
Acting Educational Inspector, N. D.

Office of the Educational Inspector, N. D.
23rd September 1876.

Dismissal from Educational Department.

Notice is hereby given that Ekanath Jayawant Vevare, a Student of the Dhulia Training School, having left that institution without permission, and without refunding the money he has drawn on account of his Scholarship allowance, is declared ineligible for any employment in the Educational Department.

VISHNU B. SOHONI,
Acting Educational Inspector, N.-E. D.

Office of the Educational Inspector, N.-E. D.,
Nassick, 23rd September 1876.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF AUGUST TO THE 15TH OF SEPTEMBER 1876.

17th August 1876.—Six months' leave, on half-pay, is granted to Mr. Nowroji A. Captain, First Assistant Master, Chundannwadi First Grade Anglo-Vernacular School.

- 17th August 1876.—Mr. H. K. Kulavala is appointed Acting First Assistant Master in the Chundnnwadi First Grade Anglo-Vernacular School.
- 17th August 1876.—Mr. Manockji Hormasji Kanga is appointed Acting Second Assistant Master, Gokuldas Tejpal School, Bombay.
- 17th August 1876.—Mr. Jehangirji Hormasji Kanga is appointed Acting Third Assistant Master, Gokuldas Tejpal School, Bombay.
- 17th August 1876.—Mr. Hormasji Bamanji Gandavia is appointed substantive *pro tem.* Sixth Assistant Master, Gokuldas Tejpal School, Bombay.
- 18th August 1876.—Mr. Martin Amor is appointed Junior Assistant Vernacular Teacher in the Poona Civil Engineering College from August, *vice* Mr. M. G. Panshé, promoted.
- 21st August 1876.—Mr. Udhannal Satramdas, substantive *pro tem.* Third Assistant Master, High School, Hyderabad, is appointed Second Assistant Master, High School, Shikarpur, *vice* Mr. Govindram, allowed leave without pay.
- 21st August 1876.—Mr. Harjivan Waliram, First Assistant Master, Anglo-Vernacular School, Hyderabad, is appointed substantive *pro tem.* Third Assistant, Hyderabad High School, *vice* Mr. Udhannal, but to act as Head Master of the Anglo-Vernacular School, Hyderabad.
- 21st August 1876.—Mr. Murajmul W., Head Master, Anglo-Vernacular School, Kotri, is appointed First Assistant Master, Anglo-Vernacular School, Hyderabad, *vice* Mr. Harjivan.
- 21st August 1876.—Mr. Thangumal T., Fourth Assistant Master, High School, Hyderabad, is appointed to act as Third Assistant Master in the same school, *vice* Mr. Harjivan.
- 21st August 1876.—Mr. Kirpaldas, Fifth Assistant Master, Hyderabad High School, is appointed Fourth Assistant Master in the same school, *vice* Mr. Thangumal.
- 21st August 1876.—Mr. Umedali Karim Mahomed, Acting Second Assistant Master, Kurrachee High School, is appointed Third Assistant Master in the Shikarpur High School, *vice* Mr. Khubchand.
- 21st August 1876.—Mr. Khubchand, substantive *pro tem.* Third Assistant Master, High School, Shikarpur, is appointed Fifth Assistant Master in the same school.
- 21st August 1876.—Mr. Balchand K., Head Master, Anglo-Vernacular School, Tanda Adam, is appointed Fourth Assistant Master, High School, Shikarpur.

- 21st August 1876.—Mr. Naraindas T., Fourth Assistant Master, High School, Shikarpur, is appointed Head Master, Anglo-Vernacular School, Tanda Adam.
- 21st August 1876.—Mr. Harivalabh Mulji Vijaya, Sub-Deputy Educational Inspector, Prant Halar, is appointed Assistant Deputy Educational Inspector, Broach and Kaira.
- 21st August 1876.—Mr. Ganpatram Anupram Meheta, Assistant Master, Surat High School, is appointed Sub-Deputy Educational Inspector, Prant Halar, in Kattiawar, *vice* Mr. Harivalabh.
- 21st August 1876.—One month and ten days' privilege leave is granted to Mr. Govind Keshav Sabde, Head Master, Tanna English School.
- 25th August 1876.—Four months' additional sick leave is granted to Mr. S. S. Madliar, First Assistant Master, Belgaum First Grade Anglo-Vernacular School.
- 28th August 1876.—A month's privilege leave is granted to Mr. Harivalabh Mulji Vijaya, Assistant Deputy Educational Inspector, Broach and Kaira.
- 1st September 1876.—An extension of three months' sick leave is granted to Mr. Mahadeva Keshava Bopardikar, Assistant Sanskrit Teacher in the Elphinstone High School.
- 4th September 1876.—Mr. Dayabhai Motiram Jaghirdar, Acting Head Master, Nariad High School, is appointed Acting Assistant Master, Ahmedabad High School, in the place of Mr. Curtis.
- 7th September 1876.—Mr. Pransukhram Mahipatram Diwan, Head Master, Anglo-Vernacular School, Rander, is appointed to act as Third Assistant Master, Broach High School.
- 7th September 1876.—Mr. Nagindas Laxmidas Dalal, First Assistant Master in the Haripura Branch School No. 2, Surat, is appointed Ninth Assistant Master, Surat High School, *vice* Mr. G. A. Meheta, transferred to Kattiawar.
- 12th September 1876.—Mr. H. A. Curtis is permitted to resign his appointment as Teacher of English in the Ahmedabad High School.
- 13th September 1876.—Mr. Partabrai Ramechand, Head Master, Anglo-Vernacular School, Tharushah, is appointed Fifth Assistant Master, Hyderabad High School.
- 13th September 1876.—Mr. Kirpaldas Khemchand, Fifth Assistant Master, High School, Hyderabad, is appointed Head Master, Anglo-Vernacular School at Tharushah.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st September 1876.

THE
Bombay Educational Record.

No. 11.]

NOVEMBER 1, 1876.

[Vol. XII.]

THE MONTH.

WE regret to record the death, on the 11th October, of Mr. H. Woodrow, the Director of Public Instruction in Bengal. The Calcutta official *Gazette* expresses the opinion of Government that "by this event the Government has been deprived of an able and devoted servant, while the natives have lost a wise and zealous friend." Mr. Woodrow had been 27 years in India, and was successively Principal of the Martinière College, Secretary to the Board of Education, Inspector of Schools, and Director of Public Instruction.

WE hear that a revised code of regulations for the administration of grants-in-aid, containing several important modifications of the existing rules, will shortly be made public.

MR. A. BARRETT, B.A., has returned from England and rejoined his appointment of Vice-Principal of the Elphinstone High School. Mr. Barrett had been gazetted Acting Head Master of the Ahmedabad High School, but preferred his former appointment.

PROFESSOR MONIER WILLIAMS of Oxford is coming to India again this cold weather to promote *gamana-gamana* and to make researches, more particularly, it is said, in Southern India.

A LAUDABLE attempt is being made in Calcutta to revive the study of the ancient Bengal, or rather Sanskrit, music. A society having this object in view was formed about four years ago by a few Ben-

galee gentlemen, through the personal influence and exertions of Raja Sourindro Mohun Tagore, several European ladies and gentlemen of good position in society cordially assisting in promoting the movement. The annual distribution of prizes took place last month, the chair being taken by Mr. Woodrow, the Director of Public Instruction. The prizes consisted of silver medals, musical instruments, and copies of a musical work entitled "Yantra Kosha." The performances commenced with a Sanskrit hymn in two-part harmony, given by the students of the school, about sixty in number, including instrumentalists and vocalists. It was a simple measured chant, thoroughly religious in character, and falling pleasantly, almost dreamily, upon the ear. The instrumental music that followed was more distinctly Indian, and more remarkable for its admirable time than for any particular tune that could be detected. Indian musicians, indeed, laugh to scorn the European taste for melody, denouncing it as unworthy the attention of scientific composers.

THE *Spectator* has a notice of the death of Mr. E. W. Lane, the translator of "The Arabian Nights" and the Koran, and the compiler of the "Arabic-English Lexicon." "He was," the journal states, "an Orientalist of unusual knowledge and experience, and a worker of a type that threatens to disappear. For nearly fifty years he worked twelve hours a day, devoting thirty-five of the fifty years to his Lexicon, which covers 2,500 quarto pages of three columns each, and contains with every word a reference to the native lexicon from which any statement about it has been derived. Mr. Lane had not the pleasure of completing his lexicon, but it is stated it can be finished from the manuscripts he leaves behind him. He worked almost as patiently, though for less time, at his 'Manners and Customs of the Modern Egyptians,' a book which, as an account of an Eastern people, has absolutely no rival, and quite surpasses any work we possess upon any province of the Indian Empire, where we need—more, perhaps, than anything—a few men of Mr. Lane's stamp, the men who can interpret an Eastern people to an European one. Such work requires an unusual combination of qualities,—learning, sympathy, patience, and descriptive power, and perhaps one more qualification, poverty. Rich men will not toil like Mr. Lane." Our readers will, we hope, recall, in this connection, the suggestive remark of the Hon. Mr. Justice West at the Bhau Daji Memorial meeting, that a peculiar

obligation lies on the educated natives of this country to produce Orientalists of the stamp thus described, the circumstances of Englishmen in India being unfavourable to such labour.

M. DARMESTETER, of Paris, has been selected by Professor Max Müller to undertake the translation of the Zend scriptures, in the series of Sacred Books of the World.

THE REV. MARK PATTISON, Rector of Lincoln College, Oxford, will be President of the Education Section of the Social Science Congress, which was to open at Liverpool on the 11th October. The Vice-Presidents are Dr. Montagu Butler, E. B. Eastwick, C.B., Hon. Dudley Fortescue, Mr. J. G. Fitch, Mr. J. H. Gladstone, William McArthur, M.P., and the Rev. Dr. Rigg. The following are the special questions to be discussed in this section of the Congress:—

1. How can the connection between Secondary (Grammar) Schools be maintained with the Elementary Schools, and with the Universities, by means of Exhibitions, Scholarships, or otherwise?
2. What methods are best adapted to secure the efficient training of teachers, of all grades, especially in the art of teaching?
3. How can professional and technical instruction be best incorporated with a sound system of general education?

During the Congress, which is to continue from the 11th to the 21st of October, the usual exhibition of sanitary, domestic, and educational appliances will be held. The educational department of the exhibition will consist of the matters connected with schools and teaching, works on education, public health, maps, &c. The sixth class of articles is described as school furniture and apparatus together with educational and sanitary literature. A descriptive report of the exhibits will be published after the exhibition.

THE exhibition of His Royal Highness the Prince of Wales's loan collection at the India Museum, South Kensington, has just closed. In order to give the inhabitants of the East End of London an opportunity of seeing the Indian presents, His Royal Highness has directed that they should, on their removal from the India Museum, be exhibited for two or three months in the Bethnal Green Museum. His Royal Highness has further instructed Lord Lyons to com-

municate to the Duc Decazes His Royal Highness's intention to exhibit his Indian collection at the French Exhibition of 1878, a compliment which will be highly appreciated by the French Government and French nation.

THE Professorship of Anglo-Saxon in the University of Oxford, vacant by the death of Professor Bosworth, which is in the gift of Congregation, will be filled up by this time. Amongst the candidates for the vacancy are Mr. John Earle, M.A.,* of Oriel College (who held the professorship from 1849 to 1854, and whose book on the Philology of the English Tongue is well known in our colleges); Mr. Thomas Arnold, M.A., University College; and the Rev. F. Metcalfe, B.D., Fellow of Lincoln College. The professorship was founded in 1750 by Richard Rawlinson, D.C.L., who imposed many stipulations which were abrogated by a statute which was approved by the Queen in Council in 1858. The range of the professor's lectures includes the language and history of the Anglo-Saxons, the Old Low German Dialects, and the Antiquities of Northern Europe. The stipend is 300*l.* per annum from the University chest.

THERE has been recently incorporated in Boston, America, an association of teachers and others interested in the introduction of the metric weights and measures, under the name of the American Metric Bureau. Art. 2 of its constitution reads as follows:—

"The object of this Bureau shall be to disseminate information concerning the Metric System; to urge its early adoption; and to bring about actual introductions wherever practicable. To this end it will secure the delivery of addresses; publish articles; circulate books, pamphlets, and charts; distribute scales and measures; introduce the practical teaching of the system in schools; and in all proper ways, as far as the means at its disposal will allow, the Bureau will urge the matter upon the attention of the American people till they shall join the rest of the world in the exclusive use of the International Decimal Weights and Measures."

This Bureau already includes among its members many prominent members of the American educational world. India has already adopted the metric unit of weight by law, but nothing has yet been

* We have just heard that Mr. Earle has been elected.

done to put it into practice. The only legal seer weight that we know of in the city of Bombay lies in a locked press in the Elphinstone High School.

THE students of the Cornell University, in the United States, have resolved to challenge the winners of the next Oxford and Cambridge Boat Race to a four-mile race on the Thames for fours or eights, with coxswains.

MR. J. B. PEILE ON THE MATRICULATION EXAMINATION.

(Continued from page 222.)

"In any general system of Education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language; and, while the English language continues to be made use of, as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with, English. This can only be done effectually through the instrumentality of masters and professors who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen through the medium of their mother-tongue the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books, or by the original composition of men whose minds have been imbued with the spirit of European advancement; so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a schoolmaster possessing the requisite qualifications."

And in the Universities—

"It would greatly encourage the cultivation of the vernacular languages of India that professorships should be founded for those languages."

And of the affiliated institutions—

"Their scheme of education should provide in the Anglo-Vernacular

Colleges for a careful cultivation of the vernacular languages, and in the Oriental Colleges for sufficient instruction in the English and vernacular languages; so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India."

7. I would ask those members of the University who make it their principle *stare super antiquas vias* how they reconcile with this venerable and authoritative declaration of the proper method and main object of education in India the curriculum of an University which now admits the Indian student to all its examinations, from entrance to M.A., without once requiring of him any proof whatever that he can use his own vernacular with respectable correctness and force.

8. I do not ask the University to offer greater encouragement to the study of the vernacular, but to assume and postulate that study as a condition of entrance to University honours. I ask it to assure itself by a simple test that the Indian candidate's school education is sound, that his classical accomplishments have not extruded the humbler essentials which they should dignify and adorn; that his learning is not a mere exotic, but wrought into his mind and spirit.

9. This can be sufficiently well done by a single translation paper, which may testify to the well-digested thought, the accurate and scholarly expression, the elegant and appreciative fancy of the true scholar.

10. I cannot but look upon it as a result of the present system, of the absence of one simple and reasonable condition, that no graduates of the University will compete for the prizes which I have offered for competition from time to time, "prizes," as I have said, "of greater money value than the Chancellor's or Arnold's Prize at Oxford, the Smith's or Member's Prizes at Cambridge." Again, I have lately had the pleasant duty of encouraging attempts to edit the works of poets in two of our vernaculars on approved principles of scholarship. Neither of the editors has any connection with the University: neither has appeared at Matriculation or studied in an Arts College.

11. I leave it to the Syndicate to consider whether the Regulation I propose should apply to every candidate for matriculation, or only to every Indian candidate. I am not prepared to say that an English-born candidate should be obliged to pass in one of the vernaculars of the country. Considering his advantages in regard to English it might not be unreasonable. But this is not of the essence of my proposition, which is solely in the interest of the natives of India. A candidate's vernacular is the language spoken in his own house. If it is not English, he should be required to show that he can write it with facility and taste. If it is English, the English paper may sufficiently test this, or a second English paper may be set to him on matters not included in the general

English paper. If English candidates who take up a classic have no extra paper, Indian candidates who take a classic and have an extra paper should be marked for that paper separately from the general examination results. These are difficulties of detail, and not insuperable, nor in any way sufficient to outweigh the great advantage in view.

12. My second proposition flows from the first and is necessary to it. If the first is accepted, it is necessary to encourage the preparation of candidates in the classics by discriminating recognition. My second proposition distinguishes the students of the University from the boys who pass Matriculation simply to get admitted to the public service. According to the present practice, the Head Master who barely qualifies twenty indifferent candidates to obtain the minimum is more honoured in the results offered to the public than the Head Master who passes only five but they the best classical scholars of the year. The present practice is in favour of quantity *versus* quality, numerical results *versus* scholarship.

My third proposition has for its sole object the relief of school-boys from useless work. There is no doubt that, considering the use of English as the medium of the Entrance Examination, and the indifferent quality of many of our schools, the Indian schoolboy has a great deal of hard and up-hill work to get through before Matriculation. Under the present regulations the histories of Greece and Rome are read in schools because questions on these histories are set at Matriculation. The text-books are unsuitable, even the best of them; and it is pitiable to see an already heavily-laden boy straggling under "Dr. Smith's Smaller History of Greece" or of "Rome," a book of some 250 closely printed pages in *English*, when he has not yet read a word of Latin, and still less of Greek. Boys thus barthened forget the history of their own country while they laboriously master the constitutional history of ancient Greece and Rome. I have known a class give correctly the date of some trivial incident in early Roman history, but ignorant of the name of the Presidency in which Calcutta stands. If it is desired not to limit the scope of elementary history, as understood by the Matriculation examiners, then I recommend my alternative proposition to attention. If objections are raised to the appointment of special books, I reply that no one feels that objection more strongly than I in regard to *languages*; but the facts of history are about the same in all books, the knowledge required is elementary, and manuals in which the prominent and significant events should be arranged so as to be most striking from the Indian point of view would be an important acquisition to the Indian student and the Indian teacher.

I can see no important advantage to be gained by making Indian schoolboys read detailed histories of Greece and Rome; but I may state that these histories will be retained as alternative subjects in the school standards, so that managers of aided schools who

wish to have them taught can do so without detriment to the grant they obtain from Government.

I have the honour to be,

Sir,

Your most obedient servant,

J. B. PEILE,

Director of Public Instruction.

ON THE PRACTICAL TEACHING OF EXPERIMENTAL PHYSICS IN SCHOOLS.

(Continued from page 224.)

Although differences of considerable weight in devising a plan of teaching must naturally exist in the scope of education, and many other circumstances between this College and other private or public schools and educational establishments, still many points of agreement present themselves, especially in respect of the teaching of Physics; and I shall speak more of pupils having a certain average age than as being members of a definite class or form, so as to exclude at once a striking feature of dissimilarity.

Let us then begin our work with pupils who have reached the age of ten, and who can fairly read, write, and do a simple sum in arithmetic. Now is the time to rouse their attention to the existence of an infinite variety of beautiful forms, of periodic events, of great movements around us; and to show that it is not only worth our while to observe, but that there must be method in every observation, and that such observations lead to general conclusions of great importance. Ten, eleven—these are the years for Botany, Zoology, and Physical Geography, where, from the smallest to the grandest scale on which Nature works, the most striking examples should be selected and displayed or pointed out by the teacher. Physical experiment is here not essential, but a beginning should be made to illustrate some great principle, and I shall here at once indicate the general way of superintending and arranging the experiments. An hour, say in every month, being specially appointed for experiments in the youngest class, let me suppose that you wish to illustrate the following three facts bearing on Physical Geography and Botany: 1st, the solvent action of water, the dependence of this action on temperature, and on the nature of the substance dissolved; 2nd, the spherical form assumed by a liquid when withdrawn from the action of external forces; 3rd, the effect of endosmose on two liquids of different density separated by a membrane. These three sets of experiments may precede or follow that stage in Physical Geography where the action of rivers or springs, or the figure of the earth, and in Botany

where the ascent of sap in plants, is under consideration. Or the experiments may form some physical exercises quite by themselves, and merely used for reference. The plan for working now suggested is the same for boys of all ages; with this difference, that after the age of twelve experiments are made constantly during every hour devoted to the subject. Divide your class into groups of two at most, and, after assigning to each a definite place for working, provide each group with an independent experiment by placing in their hands slips of paper on which definite but short directions for its performance are given. Let each boy copy out your directions for the experiment he has to do in a small note-book with pencil, and at the end of his copy make out for himself a list of the things required for it. Your directions are, out of school hours, again to be copied out fairly with ink into a special book, and a little sketch of the arrangement of the experiment is to be added, however unsightly at first the illustration may be turned out. If possible, let each boy answer at the end of his fair copy, in his own words, this question: What had I to show by this experiment? While the boys are copying out their directions, make a list, in a special book, of the names of the boys in each group, with the number of the experiment supplied to each. As each group has to perform each experiment, such a list is absolutely required for a systematic teaching. To prevent all unnecessary questioning and loss of time after the experiment is written out, place your whole store of glasses, tubing, and in fact everything necessary for work, so as to be readily and freely accessible to the boys. Next, whenever any single question is asked as to the name of a utensil, or where it is to be found,—and a storm of such questions is sure to rear around you as soon as experiments are written out for the first time, all pupils being mostly under the same difficulty,—answer each question as if coming from the whole class. Take them all round, show them where everything is kept, state the name of each object—and, for example, what you mean by a tube $\frac{1}{4}$ of an inch wide or $\frac{1}{2}$ of an inch wide, or a flask capable of holding 2 oz., 3 oz., &c., of water, or a small beaker-glass, a middle-sized, or a large one; and declare at the same time that each boy has to carry himself every piece of apparatus required to his place, with the exception of chemicals, to which, for obvious reasons, access should not be allowed to boys at all, unless they are of more advanced age and their character for carefulness is well established. All chemicals should be carried from the place where they are kept and restored again under the immediate superintendence of the teacher; but with this exception he should reserve his whole attention to the close observation of each group. The utmost vigilance will be required; he must be constantly moving about, and have his eyes everywhere, directing the attention of each group to their work, to the precautions to be observed in order to avoid failure, to casual explanations in order to extend the views of his pupils, and especially holding con-

stantly before each worker the definite fact which his experiment is to prove. Each group should, for that purpose, be kept away from every other as far as possible. Every school-room can be very readily converted into an experimental work-room. The seats and flat tables, or rough planking placed across inclined school desks, the floor even, may be utilized by the scattered groups of workers. As soon as each group has completed the experiment assigned to it, it is to report itself to the teacher, who at once inspects their place, directs the removal and cleansing of the utensils used, and supplies another experiment.

Let me now use the three sets of facts previously mentioned to give a few examples of the directions to be given. These should be as follows for the different experiments to be made by each group successively.

Experiment 1.—Before you are two bottles containing clear water, marked 1 and 2. Pour out a little from No. 1, about a $\frac{1}{4}$ of a small test-tubeful, into a small porcelain dish, and heat it over the lamp until it is boiled away. Place the dish aside and near you. Take another dish, pour in water from bottle No. 2, and heat it as before. When all the water is boiled away, inspect the two dishes. The first dish is quite clean, but the water from bottle 2 left a white substance behind. Thus water may be as clear as perfectly pure water, and yet contain substances which are dissolved in it.

Experiment 2.—Pour a little water from the bottle marked No. 1 into a small china dish, and heat it until the water is boiled away. Inspect the dish. There is nothing left behind in it. Pour now some of the same water into a small beaker glass, and drop a little lime into it. Stir the water gently, and filter it through a funnel into another beaker glass. The water runs through the filter perfectly clear. Pour a little of this clear water into a china dish and boil it away. There will be white lime left behind. Thus pure water dissolves lime when it comes in contact with it.

The directions to a few more experiments, which every teacher can easily formulate for himself, would now show how to dissolve any two *different* salts in equal quantities of water so as to discover differences of solubility, to dissolve a given substance in cold water to saturation, and to add then more of the substance to this saturated solution while it is being heated, to allow a hot saturated solution to cool until crystals are deposited, to distil pure water from a solution of a salt, and finally to allow of the slow evaporation of any solution until all the water has disappeared and the solid in solution is deposited. We should thus employ six or seven groups with experiments, each of which leads to an important independent fact, while the performance of the whole set must establish in the mind of the pupil a clear conception of a great principle, and of the various steps by which it is obtained, while the concurrent individual instruction of the teacher leads to a comprehension of its importance and bearing. For the two experiments on the globular form

of liquids and on endosmose, the directions would be as follows. For the former : Fill a small beaker glass first with water and then with alcohol, and mix both liquids together by stirring them in a large beaker glass. Take up with the end of a pipette a small drop of oil from the bottle by closing the upper end with the thumb, and bring the end of the tube into the middle of the liquid. See if the drop of oil remains in the middle. If it sinks, add a very little water until the drop floats in the liquid; if it rises, add a little alcohol. When the small drop neither rises nor sinks, suck up some more oil by the pipette, close the upper end and immerse its lower end to about the middle of the mixture. Allow the oil to escape, and a globe of oil will be produced. Liquids have thus a tendency to assume a definite form, namely, that of a sphere.

Again, for the experiment on endosmose: Dissolve as much sugar as you can in a small beaker glass half filled with hot water, until the solution is thick and syrupy. Take a glass tube 6 inches long, or a test-tube of which the bottom is broken, and tie a piece of thin bladder over the mouth of it. Fix the tube into a retort stand, and immerse the closed end of the tube two inches deep in water contained in a beaker. Pour the solution of sugar through the open end into the tube until it stands inside on a level with the water outside. Taste the water around the tube; it tastes like pure water. Leave the arrangement to stand until the next day. You will then find that the liquid in the tube has risen, and the water outside will have a sweetish taste. Thus the thinner liquid, the water, passes into the tube, and the thicker fluid, the syrup, passes out of it; moreover, the thinner liquid passes more rapidly through the membrane than the thicker, for the liquid in the tube stands at a higher level.

These few examples of the experimental directions will be quite sufficient for my purpose. They show that every teacher need only range through our physical text-books to find ample store of facts, which, with very little exertion, may be prepared for class use as so many simple experiments to be performed by the pupils.

I will now presume that the class of beginners ripens to the age of twelve and is promoted to a higher class. Regular practical work in Experimental Physics, and also in Chemistry, should now begin, and not end until the boy leaves school. The reading and learning of text-books should be reduced to a minimum, and made purely auxiliary to the practical work. Lecturing, if considered at all necessary, should be confined to a certain range of physical facts, in which it is perhaps still an open question whether they are not more adapted for being exhibited and explained before a larger audience than for being more closely studied by the individual; for example, certain phenomena of light, sound, and especially the various grander effects of electricity. But if we wish fairly to try whether Experimental Physics will have that powerful influence on our individual culture which some of its results have had on modern

civilization and the very aspect of human society, then we must make the trial in an honest and truthful spirit, and truth resides only in the experiments. Having already given all the more important indications of the detail of the experimental school method, I proceed to state the broad principles which should form the basis of such experimental teaching in all classes of a school.

First, then, each teacher who feels inclined to adopt some such method as I propose should first of all learn carefully to perform for himself a number of simple physical experiments which he has selected from various sources. He should write out his own directions; these will afterwards serve for his pupils. He should also most assiduously think out *everything* that can be learned from each particular experiment, and never place any experiment in the hands of a pupil unless he is capable himself, from actual experience, to perform it with neatness and certainty. His stock of experimental experience may be small in the beginning, but it will grow with wonderful rapidity, as he will be pushed forward to unceasing activity by his classes constantly eager for new experiments.

Next, the experiments to be performed with boys from twelve to fourteen years old, say during a year or two, should be selected so as to range only over fundamental facts of Physics. Taking the following headings of these fundamental facts in a portion of Experimental Physics, and assuming that each pupil performs one or two well-selected experiments under each heading, he will have gained a clear idea what particular physical facts are classified under these headings, and have learned something about the definitions, technical terms, and range of Physics. These headings are, for Light, Heat, Magnetism, and Electricity, the following:—

Light.—Formation of Shadows—Reflection by plane and spherical mirrors—Refraction—Lenses—Dispersion—The Spectrum—The Microscope—The Telescope—Binocular Vision.

Heat.—Expansion—The graduation of the Thermometer.—Melting and Freezing—Convection—Ebullition—Evaporation—Condensation of Vapour—Tension of Vapour—Radiation—Conduction—Latent Heat—Specific Heat.

Magnetism.—Magnetization—Induction—Effects of Terrestrial Magnetism.

Electricity.—Attraction and Repulsion—Conductors and Non-conductors—Induction—The Electroscope—The Electrophorus—The production of a Galvanic Current—Effects of a Galvanic Current—Action of Currents upon each other—Induction of Currents.

The experiments under each head should be selected for their simplicity; the most simple experiment is at this stage of learning generally the most instructive and intelligible. In many cases the pupils may be directed to construct for themselves, with inexpensive materials, important experimental apparatus. Nevertheless, a small stock of necessary things to start with will be required in each school. The current expenditure involved in

experimental teaching should be provided for in the same manner as the expenditure of boys for books, stationery, &c.

One great aim in experimental class-work should be that the pupils may early arrive at a conviction of the uniformity of the effects produced in the universe by the same causes acting under the same surrounding circumstances. For this purpose it might appear requisite to conclude most experiments with a laborious computation of which the result is some physical numerical constant. The close agreement of such constants, as derived from independent sets of experiments, convinces naturally of the uniformity of the connection in nature between cause and effect. But in school experiments an attempt to arrive at constants ends invariably either in entire failure, or in the necessity of devoting a considerable time to each of the experiments. Hence we should proceed in this case on a different plan. One or two examples will show better what I mean. Let me suppose that an experiment is made on the specific heat of mercury in the following manner:—A pound of mercury at some high temperature, which we observe, is thrown into a pound of water at a lower temperature. We observe the temperature of the mixture as soon as the rise of temperature ceases, and by thus knowing how much heat the mercury has given up to the water we may easily calculate the specific heat of mercury. If we compare our result with the number which represents this physical constant, the specific heat of mercury, we shall find ourselves far from the truth, for reasons which cannot be so completely explained to beginners as to satisfy them. Similarly, suppose we were to pass some steam from a flask which contains boiling water into a bottle containing cold water, then the temperature of this water will rise, and by certain simple principles we may from our experiment proceed to calculate the latent heat of steam. But our result will considerably differ from the truth, and the results of your pupils, which should be compared with one another from time to time, will not at all agree with one another, and this produces an unsatisfactory impression of doubt and uncertainty in them. But if each of your pupils weighs out his water and his mercury in the first experiment with the utmost exactitude in the same vessels, if the temperature of the water is made to be exactly the same by each, and also the mercury has in every experiment been heated to that temperature which you gave in your written directions to each experimenter, and if the mixture is made in the same bottle by all successively, you will find that nearly the whole class will obtain the same result. Similarly, if in the second experiment the temperature of the water which receives the steam and its quantity at starting is for all experimenters prescribed, it will be found that in every experiment, provided the same vessels are used throughout, a definite quantity of steam condensed produces a definite rise of temperature in the receiving vessel.

The same principle holds good in every kind of class experiments. Avoid unnecessary discrepancies by a uniform method of working, carefully considered beforehand and attentively carried out. The agreement of the results thus obtained by a whole class fills each member of it with indescribable delight, with a steadily growing confidence in and renewed longing for experimental study, and a sense of the importance of his work. On the other hand, the uniform discrepancy of these results from the truth allows you an opportunity of indicating in general terms to the whole class the sources of error, which are avoided in more delicately conducted experiments, and which in their case produced collectively a *uniform* deviation from the correct result.

The present moment, when a great exhibition of scientific instruments, containing the best educational apparatus for the teaching of Physics used amongst the most advanced nations, may be seen in this city, and studied and examined by teachers for months to come, appears to me particularly fortunate and opportune for urging upon you, speaking as a teacher to teachers, the necessity of not resting until Experimental Physics has assumed amongst the recognized subjects of national education that position which is due to it, and which it will undoubtedly assume when it is taught and learnt by sounder methods than those hitherto pursued.

CHINESE SCHOOLS AND EDUCATION.

By THE REV. E. R. BARRETT, B.A.

In the *Pekin Gazette* for January 8th, 1876, as translated in the *North China Daily News*, an edict appears from the Empresses to the following effect:—"The Emperor having ascended the throne whilst still of tender years, it is most needful that his studies be undertaken in due time, and be pursued with continual progress to the end, that the results of education in the course of right may be secured, and the foundations whence good government takes its rise be laid straight." After this pompous introduction the edict commands the Board of Astronomers to select "a day of fortunate angury" for His Majesty to commence his studies, and appoints the officials who are to act as preceptors, who are then enjoined as follows:—"Let them, on each morning and evening, address him with suitable admonitions, and devote themselves with thorough attention to the inculcation of learning, in order to prepare the way to fruitful results." The translator of this edict adds that no mention is made of an important appointment in such cases, namely, of the child who is selected to share His Majesty's studies, and who acts the part of a *souffre-douleur*, or "whipping-boy." It is considered "an act of profanity to reprove or strike the "Son of Heaven," and hence, whenever his youthful majesty is naughty or inattentive, the "whipping-boy" is beaten or disgraced.

It may perhaps be interesting to some to know a little of the system of education that prevails in China. The respect paid to learning by the Chinese is well known; it descends to the most trifling materials employed by a scholar, so that his ink, ink-slab, pencil, and paper are popularly designated "the precious things." It is emphatically a reverence for letters, for the slightest scrap of paper that has been written on, even though it bear but a few hastily-scrawled characters, is treated with such respect that not only in every house, but on all the public thoroughfares, there are receptacles bearing the inscription, "Reverence and pity the character," in which to deposit all such paper, and from which, at intervals, it is removed and burnt at the shrine of learning. Learning takes the first rank in China; its aristocracy is an aristocracy of scholars, and even military mandarins are socially inferior to the civil officers of the empire. Let us examine how these results, many of them so excellent, are secured. It must be premised, first of all, that education in China is entirely undenominational and secular. It may not be without advantage to remember this fact in England at the present time, in view of recent controversies, for the influence of idolatry over the Chinese is undeniable, yet this influence is exerted altogether apart from the schools. The pupils are admonished with many a moral maxim, and the greatest respect is inculcated for the sages of past ages, but there is no connection between education and idolatry. Never does the pupil hear the slightest reference to the popular idols of the country, nor is he in any way, directly or indirectly, indoctrinated into the religious systems of Buddhism or Taoism. It is the influence of the home alone, and especially of the mother, that leads to the propagation of idolatry.

There are different ways of conducting education, according to the means of the father. In the case of children of rich parents private tutors are employed, who, in ordinary cases, receive a salary of £6 to £15 per year, living with the family. This sum is about equivalent to a private tutor in England receiving from £60 to £150 a year, for in such comparisons it is necessary to remember that the rate of expense incurred by a native in China is roughly about one-tenth that of a European in his own country. Where more highly educated men are engaged as tutors to the elder sons of a wealthy man, the rate of pay varies between the limits of £30 and £70 a year. But such men are mostly high graduates not in official employ.

Schools abound everywhere; there is not a village or a hamlet in the country without its one or more schools. Some of these are opened by needy scholars on their own account, who are thankful if they can earn three or four dollars a month, and often have to supplement their slender means by practising medicine, or, in the case of the very poor, by telling fortunes. Frequently, neighbours will agree to engage the services of a teacher between them, and the school is held in the house of the proposer if he has an empty room.

In such cases the number of the pupils never exceeds eight or ten ; while in the lower class schools, open to any who choose to attend, there are sometimes as many as thirty scholars. The schoolmaster never employs an assistant. The fees paid in these schools vary with the age of the children or the grade of the school ; for the youngest scholars perhaps a shilling a month would be a fair average of the cost of each child, while for elder ones as much as four shillings to eight shillings will sometimes be paid. In all cases the school fees are paid three times a year, and are accompanied with a small present of food. There are no boarding, charity, or infants' schools in China. Girls are occasionally educated along with their brothers by a private tutor, and an educated woman is treated with marked respect ; but the very way in which a lady who can read is regarded is proof how few there are who are able to do so. There are no schools for girls, nor is it considered disgraceful for the daughters even of rich and educated men to grow up utterly ignorant. The age at which a boy begins his education is about six years old, until which age he is allowed unlimited time for play. As the time approaches for the commencement of school life, the thought becomes an all-absorbing one in his mind. For days past he has been hearing fearful stories of the inhuman propensities of his future teacher, of his cruelty and strictness, until the poor little lad begins to regard his school life much as poor Smike thought of Dotheboys Hall. On the morning fixed for his introduction to the school his mother brings him some poached eggs to eat, instead of his usual basin of rice, with the object of loosening the tongue and imparting wisdom, after which he is led by his father, not without much shrinking and many a cry, to the school. Here a servant has preceded them bearing candles and incense, together with a small gift of money to the teacher ; and on their arrival the " new boy " is led up to a tablet or scroll hanging on the wall, on which is inscribed the name of some great sage, patron of schools and all schoolboys, and supposed to represent his spirit. Here first the teacher, then the father, and lastly the pupil, prostrate themselves in reverence, after which they advance with much solemnity to the middle of the schoolroom, where a crimson cloth is spread on the floor, with a small bench standing in the centre. A little ceremony is again gone through here, the father insisting on the teacher sitting, while he as obstinately refuses, the friendly strife being compromised at last by their both standing, one on each side, while the overawed boy bows down to the ground this time in reverence to his teacher. Four times does he knock his head on the floor, while the schoolmaster responds by a low bow ; at the conclusion of which the father and the teacher salute each other and offer mutual apologies, the boy is shown to his seat, and the regular routine of school life begins. The scholars sit at little desks or tables, each with his ink-slab, pencils, and books before him, while the master sits at the end of the room. Very different is the appearance of a schoolroom in China

from anything we are accustomed to in other countries. Fireless even in the coldest winter; windowless, unless the light be admitted through a frame of oyster-shells; without any ceiling but the tiles of the roof, and often with no floor but that of the mother earth—a more miserably cold, cheerless, and dirty place than a Chinese school-room can hardly be imagined. And the noise! This defies description. If the school be a large one, you can hear it right down the street—a perfect hubbub of a score of children shouting out their different lessons all at the same time, and in a monotonous sing-song voice without a pause or a variation. Here, from nine or ten o'clock in the morning till six o'clock at night, the lads grind away at their book; nor is their work finished then, for, unless they be very young, they no sooner reach home and have had their tea than they are set to work again at the old sing-song chant until ten or eleven o'clock at night. There is no play-time, nor any break during the day for rest or recreation, except the short space each pupil takes to run home and eat his rice in the middle of the day. But, worst of all, a Chinese schoolboy has no regular holidays;—with the exception of a fortnight or so at New Year's time, and an occasional break of a day owing to a public festival, school-life is one continuous system of cramming, year in and year out. From this it is evident there is no need for playgrounds, nor do you often see boys engaged in play; if you meet them in the street, it is generally either on their way to or from school. This seems a great tax on any lad, but the brain is exerted so little—the education being confined at first almost entirely to learning things by rote, without regard to the sense of what is learnt—that it does not seem to affect the health of the boys. Probably, too, a light vegetable diet and the exposed and draughty nature of all Chinese houses make it less necessary to take much exercise. But it is dreary work in the best case, and it is hard to see how any love of study can be fostered by such a method of education.

(To be continued.)

CORRESPONDENCE ADDRESSED TO THE EDITOR.

Matriculation at London University.

SIR,—Will, you or any of your numerous readers, be good enough to supply me in detail with a standard of studies prescribed for the London Matriculation Examination, in your ensuing number, and oblige?

INQUIRY.

Surat, 29th October 1876.

Our correspondent will find the information he requires in our Number for June 1874, page 123.—ED. B. E. R.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH AUGUST TO 15TH OCTOBER 1876.

NEW EDITIONS OF THE FOLLOWING BOOKS HAVE BEEN PUBLISHED :—

GUJARATI.

	Rs.	s.	p.
Hope's Departmental Third Book, 8th stereotyped edn....	0	5	0
Do. do. Fourth Book, 9th do.	0	6	0
Do. do. Grammar of the Gujarati Language, 8th edition	0	1	3

NEW BOOKS PUBLISHED BY THE DEPARTMENT.

MARATHI.

Patwardhan's Elementary Geography, Part III. (Geography of the World)	0	3	6
Candy's Idiomatic Sentences, English and Marathi	0	13	0

GOVERNMENT PUBLICATIONS FOR SALE.

Indian Law Reports, Bombay Series, from August to October 1876, each at	1	0	0
Do. do. do. complete set, from January to September 1876, each at.....	4	0	0
Report on the Sanskrit MSS. for 1874-75, by Dr. G. Bühler	0	4	0
Wilson's Aboriginal Tribes of the Bombay Presidency ...	0	8	0

DEPARTMENTAL NOTICES.

Advertisement and Miscellaneous Charges.

NOTIFICATION.

The subjoined Government Resolution, No. 3703, dated 7th instant, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
30th September 1876.*

Educational Charges.

No. 3703.

FINANCIAL DEPARTMENT.

Bombay Castle, 7th September 1876.

Memorandum from the Commissioner in Sind, No. 1043, dated 8th August 1876—Submitting a letter (No. 1189, dated 3rd idem) from the Educational Inspector in Sind, who requests sanction to the following charges :—

Charges for advertising an invitation to the distribution of prizes in the Kurrachee school ...Rs.	13	5	0
Charges for advertising an invitation to the distribution of prizes in the <i>Crier</i>	2	2	0
Hire of chairs and sofas for the accommodation of the public on the occasion of the distribution of prizes in the High School and Narayen Jagannath Anglo-Vernacular School.....	15	0	0

and expressing his opinion that the Educational Inspector should be authorized to incur such ordinary charges without requiring the sanction of Government.

Memorandum from the Accountant General, No. A.P.-8343, dated 31st August 1876—Stating that the above charges on account of advertisements and other miscellaneous charges connected with the distribution of prizes to the boys of the Kurrachee schools are objected to on the ground that they are unusual, and are not incurred in any districts in the Presidency proper.

RESOLUTION.—The charge may be passed on the present occasion, but as such charges are not, the Accountant General states, incurred in any districts in the Presidency proper, there is no apparent reason why they should be incurred again in Sind.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the COMMISSIONER in Sind; the ACCOUNTANT GENERAL; the EDUCATIONAL INSPECTOR in SIND; the EDUCATIONAL DEPARTMENT of the SECRETARIAT.

Medical Cases of Officers proceeding on Sick Leave.

NOTIFICATION.

The subjoined Government Resolution, No. 3024, dated 25th September 1876, General Department, is published for the information of Educational Officers.*

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th October 1876.

* See also, on same subject, *Record* for June 1875, page 141, and August 1875, page 187.—ED. B. E. R.

Furlough.

No. 3024.

GENERAL DEPARTMENT.

Bombay Castle, 25th September 1876.

Resolution of Government in the Military Department, No. 3885, dated the 14th September 1876:—

Letter from the Secretary of State for India, No. 62, dated 3rd August 1876.

Paragraph 8. I request that officers obtaining sick leave to this country may be duly furnished with duplicates of their medical cases, and that duplicates may be regularly transmitted to this country.

RESOLUTION.—To be forwarded to the Surgeon General, Indian Medical Department, and to the General, Marine, and Ecclesiastical Departments, in continuation of Government Resolution No. 1563, dated 21st April 1875.

RESOLUTION.—To be communicated to the Departments and Officers concerned, in continuation of Government Resolution No. 1348 dated the 1st May 1875.

F. S. CHAPMAN,

Chief Secretary to Government.

To the MILITARY DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL; the SURGEON GENERAL, INDIAN MEDICAL DEPARTMENT.

Appropriation of Fines.

NOTIFICATION.

The subjoined Government Resolution, No. 4113, dated 5th instant, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,**23rd October 1876.**Fines.*

No. 4113.

FINANCIAL DEPARTMENT.

Bombay Castle, 5th October 1876.

Letter from the Accountant General, No. A.P.-8958, dated 12th September 1876—Stating that Government, in their Resolution No. 3514 dated 25th August last, have directed that the objection raised by his Department to the admission of a payment made to a karkun of the Registration Department from Fines, should be withdrawn, without deciding the point raised as to

whether fines once levied can be appropriated at the discretion of officers; observing that the question is an important one, and involves a principle of account and audit; and soliciting an authoritative decision thereon.

Memorandum from the Accountant General, No. A.P.-9662, dated 25th September 1876—Stating that the order bearing date the 20th November 1832, authorizing Heads of Departments to assign as rewards to deserving individuals in their Departments the amount of fines levied for neglect of duty, or misconduct in their duties, cannot now be applied, as under the present system of account the net amount payable to an establishment, i.e. minus fines, is drawn from the Treasury, and there is therefore no sum at credit in the accounts from which deserving individuals can be paid.

RESOLUTION.—The sanction accorded in Government Resolution No. 3514 dated 25th August 1876 was a special one, and is not to form a precedent.

2. In supersession of Government Notification dated 20th November 1832, Government are pleased to direct that fines levied by Heads of Departments from their subordinates for neglect of duty or misconduct should not be appropriated in any way at the discretion of the officers imposing them.

F. S. CHAPMAN,

Chief Secretary to Government.

To the ACCOUNTANT GENERAL; all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT.

Supply of Kamblis and Umbrellas to Peons.

NOTIFICATION.

The subjoined Government Resolutions, No. 271 dated 28th January 1874, Financial Department, No. 2426 dated 9th August 1876, General Department, and No. 3081 of the 29th September 1876, General Department, are published for information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
25th October 1876.

Umbrellas.

No. 271.

FINANCIAL DEPARTMENT.

Bombay Castle, 28th January 1874.

Letter from the Accountant General, No. A-4704, dated 23rd January 1874—Requesting to be informed, with reference to

Government Resolution No. 2659 dated 14th July 1873, as to whether or not charges incurred in purchasing Umbrellas by officers who have no fixed Petty Supply Allowances may be allowed to be drawn through their monthly Contingent Bills.

RESOLUTION.—The Accountant General to be answered in the affirmative. It is presumed that this has been the mode of payment hitherto in the offices to which he refers. He will note that no sanction to purchase umbrellas has been given where it has not been the custom hitherto.

F. S. CHAPMAN,

Chief Secretary to Government.

To the ACCOUNTANT GENERAL.

Clothing.

No. 2426.

GENERAL DEPARTMENT.

Bombay Castle, 9th August 1876.

Read again Government Resolution in this Department, No. 912, dated 14th April 1869:—

Transfer from the Judicial Department of the Secretariat, No. 1106, dated 5th April 1869, of a letter from the Officiating Accountant General, No. A.-3700, dated 31st March 1869, in which, with reference to Government Resolution No. 779 dated the 8th idem in that Department, and to the rate of pay (Rs. 9 per mensem) proposed by Mr. Peile for the office peons and menials in Bombay, he requests to be informed whether he is right in concluding that the peons of the Members of Council and of the Government Officers at this Presidency drawing Rs. 9 and upwards are not to be allowed Umbrellas and Kumlees at the expense of Government, but only those who receive less than that amount.

RESOLUTION.—Kumlees and umbrellas should be allowed to all except the peons of the Members of Council.

Letter from the Accountant General, No. P.A.-6260, dated 20th July 1876—Requesting, with reference to the above Government Resolution, that a rate may be fixed by Government at which the kumlees and umbrellas should be allowed to havildars and peons in future; and stating that the rates charged by different officers differ so widely that his office finds a difficulty in checking the charges, and that a fair rate for these articles appears to be 14 annas for an umbrella, and Rs. 2-4-0 for a kumlee.

Memorandum from the Superintendent of Stationery, No. 918, dated 27th July 1876—Stating that the rates proposed by the Accountant General for kumlees and umbrellas to havildars and peons appear moderate, and that they may be sanctioned to the extent proposed.

RESOLUTION.—The rates proposed by the Accountant General for the issue of kumlees and umbrellas for peons are approved and sanctioned.

E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

To the ACCOUNTANT GENERAL; the SUPERINTENDENT of STATIONERY;
all HEADS of OFFICES in the PRESIDENCY TOWN; all DEPARTMENTS
of the SECRETARIAT.

Clothing for Peons.

No. 3081.

GENERAL DEPARTMENT.

Bombay Castle, 29th September 1876.

Transfer from the Educational Department of the Secretariat, No. 944, dated 8th September 1876, of a letter from the Director of Public Instruction, No. 2740, dated 31st August 1876—Stating, with reference to Government Resolution No. 2426 dated 9th idem, General Department, that all peons of the Educational Department, whether at the Presidency or in the Mofussil, and whether or no in receipt of uniforms, have hitherto been given kambli and umbrellas once a year; and inquiring, therefore, whether the rates now sanctioned may be applied in the Mofussil as well as at the Presidency.

Memorandum from the Accountant General, No. P.A.-9482, dated 21st September 1876:—

The undersigned has the honour to report that the rates sanctioned in Government Resolution, General Department, No. 2426 dated 9th August 1876 apply only to the peons attached to the office at the Presidency.

2. Attention is solicited to the orders of Government in the Financial Department No. 2659 dated 14th July 1873, and No. 271 dated 28th January 1874, respectively, regarding kambli and umbrellas to peons in the Mofussil.

RESOLUTION.—The Director of Public Instruction to be answered in the affirmative, but his attention should be drawn to the Resolutions quoted by the Accountant General, showing under what conditions kambli and umbrellas are allowable to peons.

F. S. CHAPMAN,

Chief Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION; the ACCOUNTANT GENERAL;
the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the FINANCIAL
DEPARTMENT of the SECRETARIAT.

Notice to ex-Students of Elphinstone College.

NOTIFICATION.

NOTICE is hereby given that, in future, certificates of permission to appear at the F.A. or B.A. Examination will be granted to ex-students of Elphinstone College only under the following rules:—

- 1st. Ex-students of the College who may desire to present themselves at either of the above-named examinations must inform the Principal of the College to that effect at least one month before the date for sending in applications to the University.
- 2nd. They must further attend the Preliminary Examination held at the College, full particulars of which will be furnished on application.
- 3rd. No certificate will be granted to any ex-student who fails to attend the Preliminary Examination, unless he furnish evidence, satisfactory to the College Common Room, (a) that it was out of his power to attend the examination, and (b) that he is, as regards his studies, duly prepared to appear at the F.A. or B.A. Examination, as the case may be.

W. WORDSWORTH,
Principal.

Elphinstone College, Bombay,
18th September 1876.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF SEPTEMBER TO THE 15TH OF OCTOBER 1876.

- 18th September 1876.—One month's sick leave is granted to Mr. Balwant Vishnu Marathé, First Assistant Master, Phanaswadi First Grade Anglo-Vernacular School, Bombay.
- 18th September 1876.—Mr. Vithal Bhaskar Phadké is appointed Acting First Assistant Master in the Phanaswadi First Grade Anglo-Vernacular School, *vice* Mr. Marathé, on leave.
- 27th September 1876.—Six months' leave on private affairs is granted to Mr. Gopal Govind Karandikar, Fifth Assistant Master, Ratnagiri High School.
- 9th October 1876.—Mr. Dhanmantram Narbheram is appointed Acting Head Master, Rander Anglo-Vernacular School.
- 13th October 1876.—Mr. Partabrai R., Fifth Assistant Master, High School, Hyderabad, is appointed Acting Fourth Assistant Master, High School, Hyderabad.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st October 1876.



THE
Bombay Educational Record.

No. 12.]

DECEMBER 1, 1876.

[Vol. XII.]

THE MONTH.

THERE are 1154 candidates for Matriculation in the University this year, being 15 less than last year, but 39 more than in 1874. Out of the 1154, 1110 actually presented themselves for examination, and out of these 425 succeeded in obtaining 30 marks and upwards in the English Paper, and are now undergoing oral examination in English. There will thus, in all probability, be a much smaller number of passes this year than last, but it must be remembered that the number passed last year was abnormally large.

THE English Paper at the Matriculation Examination this year, which we give further on, in accordance with our usual custom, appears to be drawn on a new principle,—that of giving great weight to Composition and power in using the language, and of giving minimum influence to a mere book-knowledge of the technicalities of Grammar. This double object is effected by making the Composition and tests in Idiom compulsory on all candidates, and by limiting the answering in “Book-work” to a small number of tolerably full questions. The paper is one which a well-prepared candidate would be glad to find before him, but which must necessarily prove fatal to smatterers. We certainly think the change is in the right direction. Book-work and Formal Grammar are by no means to be neglected, but such knowledge is comparatively barren unless it go with a power of writing, speaking, and understanding the language. What is the value of correct answering to questions in Grammar if the answering be itself ungrammatical and unidiomatic?

THE London *Athenæum* says :—" We are glad to hear that the many proofs of his admiration for Miss Austen's novels which are to be found in the letters of Lord Macaulay have led to a renewed demand for her writings, and that Mr. Bentley has found the sale of his well-printed and convenient edition of her novels considerably increased in consequence. There is some hope for English fiction if 'Pride and Prejudice,' 'Emma,' and 'Mansfield Park' regain popularity. Those who are familiar with them will not tolerate the vulgar, flashy novels of the present day." We should be sorry to interfere with our contemporary's hopes of English Fiction, but we much fear that the increased demand for Miss Austen's novels is due neither to the Life of Lord Macaulay nor to an improvement in public taste, but to the simple fact that the University of Bombay has prescribed the books for certain of her examinations, and that large demands have consequently been sent to England by students who have "to get them up" for examination. We ventured to predict last September that the London publishers would be "not a little puzzled on receiving requisitions for some hundreds of copies of 'Sense and Sensibility,' at what must appear to them a sudden and inexplicable outburst of public interest in the works of Miss Austen," and our prediction has evidently been fulfilled to the letter. As to the only explanation of the demand which they could think of, we fear the melancholy fact must be owned that, with the great body of the public, Miss Austen has no chance at present in comparison with Miss Braddon, Ouida, and Miss Rhoda Broughton.

MR. H. J. BHABHA, who has been on the staff of Elphinstone College for some time as Assistant Professor, has, we are glad to state, been appointed Vice-Principal of the Central College, Bangalore.

WHAT NEXT? That Mr. Grant Duff, who is nothing if not original, should advocate the use of translations in teaching Latin and Greek was not a particularly surprising circumstance, but surely a shudder will pass through the whole profession when a schoolmaster comes forward to defend in so many words the use of "cribs." Such a phenomenon has however appeared, and here is what he says,—“I am one of the few masters, perhaps, who have anticipated Mr. Duff's suggestion to make use of cribs. As soon as a boy knows his grammar fairly well, and has gone through an easy prose-construing book, I allow him the use of a literal translation. It is simply a

waste of time to make boys puzzle their brains for hours over a stiff passage of Juvenal or Sophocles, when the thing can be explained to them in a few minutes. It is nonsense to talk about the mental training to be derived from this process. The vast majority of boys have learned by long experience that it is quite useless for them to try and 'make sense,' and content themselves with looking out the words (another much over-rated mental gymnastic). I can only say that since I have allowed my upper classes cribs, the work has improved in quality and quantity to an amazing extent, and there are few boys in them who cannot construe at sight moderately difficult Latin and Greek."

A BRUSSELS paper, commenting on the plans, photographs, and specimens of school appliances sent to the exhibition by the London School Board, has the following:—"Everything in the exhibition which has reference to the English schools is interesting; the ingenious plans made by Mr. Robson, the architect to the London School Board, the school fittings, the school books, the maps and diagrams, the figures for object-lessons, &c., are all worthy of attention."

THE *Athenæum* says that no students have yet offered themselves to Dr. Legge, the new Professor of Chinese at the University of Oxford, but it is expected that the lectures which the reverend gentleman is about to deliver will bring some.

DR. CARPENTER, F.R.S., secretary to the Gilchrist Trust, has, for the special benefit of the primary teachers of the metropolis, arranged that a course of lectures be given by Dr. Richardson, F.R.S., author of "Hygeia, or the City of Health," on "Human Physiology, and its Application to the Wants of Daily Life." The course was opened on Friday, November 3, by Dr. Carpenter, F.R.S., delivering an address on "A Sound Mind in a Sound Body." It is confidently believed that the poor of London will, through their children's instruction, derive indirectly immense good from this scheme.

A NUMBER of gentlemen in Glasgow have formed themselves into a London University Institute of Scotland. The object of the Institute is to remove the hardships of Scottish teachers with respect

to university graduation. The London University, by not requiring residence, offers the one great advantage to the teachers which the local universities do not provide. The number of ordinary members already exceeds eighty.

SIR ALEXANDER GRANT, the principal of Edinburgh University, in opening the winter session, referred to the extension of the university, and said they required a quarter of a million of money; they had got 82,000*l.* from private subscriptions, they looked to the Government with reasonable hope of getting one-half of the entire cost, and they trusted the public would provide the remaining 40,000*l.*

HOW TO UTILIZE SCHOOL VACATIONS.

Professor Hodgson, of Edinburgh, in a letter to the *Scottish Educational News*, draws attention to the following circular which the new Head Master of University College School, London, issued to the pupils of that institution at the close of the last term. We entirely concur with him in considering it "an example well worthy of imitation."

"Prizes will be given after the holidays for the following:—

1. Examination in Macaulay's *England*, ch. 3-10 inclusive.
2. Examination in Scott's *Waverley* (there are notes published by Rivington).—Open only to boys not higher than 4th History Class.
3. Examination in Shakspeare's *Richard II.* (Clarendon Press.) Gervinus' *Shakspeare Commentaries*, and Dowden's *Shakspeare's Mind and Art* (as far as they treat of this play), are recommended to those who can procure them. More importance will be attached to familiarity with the play itself than to a knowledge of the notes.
4. A translation into English verse from a passage of Latin, Greek, French, or German poetry. Not less than 100 nor more than 150 lines. Original and translation to be written on opposite pages.
5. A paper recording observations made by the writer during the holidays on some point of natural history or physical science. The paper should contain a prefatory notice sufficient to enable the examiners to understand the scope of the observations. If books are used, references must be given.
6. Collections either—
 - (I.) Of fossils and rock specimens, named and accompanied by a short geological notice of the district, or
 - (II.) Of plants or sea-weeds, named and classified. A short account of the district to be given, and the locality where

each plant is found (as marsh, chalk downs, &c.) to be stated,—or,

(III.) Of entomological specimens, named and classified, and with the same details as in II.

Collections must be *bonâ fide* the result of the competitor's own work during the coming holidays, and must be made within a district of not more than 100 square miles. *No purchases or "exchanges" allowed.*

7. A set of six studies from nature.

These prizes are open to all boys returning to school after the holidays. No boy to try for more than one. All collections, &c., to be brought on Wednesday, Sept. 27. The examinations in Macaulay, &c., will probably be held in the afternoon of that day."

SPELLING REFORM IN AMERICA.

At the annual meeting of the American Philological Association which has just been held at New York, Prof. W. D. Whitney presented the Report of the Committee appointed last year to consider the question of a reformed orthography for the English language.

After a few explanatory remarks, he read the following recommendations of the Committee:—

1. The true and the sole office of alphabetical writing is faithfully and intelligibly to represent spoken speech, so-called "historical" orthography being only a concession to the weakness of prejudice.

2. The ideal of an alphabet is that every sound should have its own unvarying sign, and every sign its own unvarying sound.

3. An alphabet intended for use by a vast community need not attempt an exhaustive analysis of the elements of utterance, or a representation of the nicest varieties of articulation, though it may well leave room for the unavoidable play of individual and local pronunciation.

4. An ideal alphabet would seek to adopt for its characters forms which should suggest the sounds signified, and of which the resemblances should, in some measure, represent the similarities of the sounds. But for general practical use there is no advantage in a system which aims to depict in detail the physical processes of utterance.

5. No language has ever had, or is likely to have, a perfect alphabet; and, in changing and amending the mode of writing of a language already long written, regard must necessarily be paid to what is practically possible, quite as much as to what is inherently desirable.

6. To prepare the way for such a change, the first step is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, and as having a sacred character in themselves preferable to others. All cogitation and all definite proposals of reform are to be welcomed, as far as they work in this direction.

7. An altered orthography will be unavoidably offensive to those who are first called upon to use it, but any sensible and consistent system will rapidly win the hearty preference of the mass of writers.

8. The Roman alphabet is so widely and firmly established in use among the leading civilized nations that it cannot be displaced in adapting it to improved use for English. The efforts of scholars should therefore be directed towards its use with uniformity, and in conformity with other nations.

A varied and interesting discussion followed the acceptance of the Report, which was referred to a Convention of Educators, to be held at Philadelphia, to consider how best to give effect to the above resolutions. The Convention has since met, and a resolution was unanimously passed that the recommendations of the Committee be adopted, and that the alphabet recommended by them be subject to revision by the next Annual Meeting of the American Philological Association.

CHINESE SCHOOLS AND EDUCATION.

BY THE REV. E. R. BARRETT, B.A.

(Continued from page 257.)

A Chinese school is not divided into classes, but each pupil is taught separately by the master; nor are there any school examinations at any time during the year, and consequently there are no prizes or rewards of any kind. Thus one great element of stimulus—mutual emulation—is entirely wanting. The punishments administered for inattention or forgetfulness vary with the disposition of the master, the most usual form of correction for slight offences being to rap the forehead with the knuckles, and if this be ineffectual the pupil is compelled to stand to his work. For graver offences, caning is resorted to, generally given on the palm of the hand, while the worst punishment of all, reserved for the very refractory, is to compel such to kneel on the floor and repeat their lessons in that attitude. No Chinese teacher is so foolish as to punish himself by dismissing any boy from his school; he finds it hard enough to get a living in any case. On assembling in the morning, the pupils first bow before the tablet of Confucius in honour to his memory or spirit, and then salute their teacher in the same way, after which work begins. There are no primers in use for the education of the Chinese, nor has any attempt been made to shorten the laborious task of learning the characters. A beginner is supplied with a number of little square pieces of paper, on each of which a character is written, and his first work is to learn the unknown sound attached to each. After the sounds of a thousand or more characters have been learned in this way, he advances to one of the so-called elementary books, the most popular of which bears the title of "The Three-character Classic." This little book contains about a thousand characters arranged in groups of three, each pair of three rhyming with

the next pair. The whole of this is committed to memory by degrees, and as each section is learnt the pupil is called up to the master's desk and made to repeat it *verbatim*. This they call to *back* the book, because the pupil has to stand with his back turned towards the master while repeating his lesson. By the time he is about eight years old, supposing the boy to have entered the school when he was six, he is prepared to begin the "Four Books," which are slowly committed to memory as before. All this time the pupil is utterly ignorant of the meaning of what he has been reading; so far, his education has been simply learning by rote pages and pages of sounds, which by constant revision become at length so ingrained into his memory that he is able to repeat whole books with the rapidity and accuracy of a sailor telling the points of the compass. And so the process goes on for years, instruction in writing being interspersed with the reading. This is taught by means of large characters printed in red ink, which the beginner has simply to trace over with a fine paint-brush. This is a very important part of education, and in this they certainly excel us, for bad writing and bad scholarship are synonymous. The greatest attention is paid to the way the characters are drawn, until each stroke is finished with the utmost delicacy of touch. By the time a boy is twelve or fifteen years old, he can usually repeat the greater part of the principal classical books, though still ignorant of their contents; and at this age numbers naturally leave school and enter business, where they are taught to calculate (arithmetic is no part of the education of a Chinese scholar), and the routine of their future livelihood. Such remain to the end of their lives ignorant of the meaning of the books they have been for years so diligently committing to memory. Ludicrous illustrations of this occur almost every day, when one meets with numbers who are able to read all the characters in ordinary use, so far as giving their right sound is concerned, but are as ignorant of the meaning as though it were a foreign language. This is due to the fact that the spoken dialects of China differ so considerably in style from the composition employed in books, and the sounds in the two cases are also dissimilar. Two native scholars are able to carry on a conversation for a considerable length of time in the presence of an uneducated man speaking the same dialect as they, without his having the slightest knowledge of the purport of their talk. So, too, a Chinese book read aloud even to a Chinese scholar is quite unintelligible, unless translated into the vernacular.

In the case of those scholars who are intending to enter the public examinations, the course of study is different, and much more extended. After having learnt by heart several of the books, he begins to learn their meaning, and also the meaning of the commentaries on them, which he has also previously memorized. Side by side with this, he is set to the task of composing essays. These essays are an all-important part of a scholar's education, for by his skill in making them he takes rank in his examinations, and finds his posi-

tion in the estimation of his friends. But a more unprofitable method of wasting time could hardly be devised, nor can one imagine anything more lamentably void of interest or use than the thoughts expressed even in the best of them. The text in all cases is a theme selected from one of the classics, upon which a series of remarks are strung together so trite and vapid, that even in the case of the highest examinations the essays would almost disgrace a schoolboy at home. Their merit is estimated by the Chinese according to the absence of original ideas and of freshness of language. They ought to contain nothing for which you cannot give the proof from books written two or three millenniums ago, nor a phrase of which you cannot find the original, or its near relative, in the same source. Novelty or individuality are the highroads to disappointment and disgrace. I believe it is a fact that a scholar who once ventured upon a different interpretation of some of the classics than that contained in the standard commentaries was beheaded for his pains, and is to-day regarded with opprobrium by all right-minded students.

By the time a pupil is about eighteen years old he is able to go up to his first examination, although no limit as regards age is affixed to any of the official examinations. The hours spent in preparation for this first trial have been increasing year by year, until probably he has become accustomed to working from day-break to midnight without any cessation except for meals, and absolutely without any exercise or recreation whatever. That such is the case may be judged from the fact that, among the models held before the ambitious gaze of the youthful aspirant are the examples of devoted scholars, one of whom gathered the snow together in winter that he might read deep into the night with the aid of the light reflected from its surface, while another, equally poor, enclosed innumerable quantities of the fire-fly in a silken net in order to study with the light afforded by their phosphorescent flickering. The first examination is held in the office of the district magistrate, after the candidate has passed which and allowed two months to elapse he passes on to another examination held in a provincial town, of which there are some eight to twelve in each province. If successful here, and it is unusual to pluck any at these preliminary examinations, the candidate enters for his first degree in an examination held twice in every three years, and conducted by an Imperial Commissioner from Peking. Here, if successful, he attains a rank that is estimated by foreigners as equivalent to our B.A.; in Chinese he is said to be a *sin-tsay*, or in other words, "A cultivated talent." Upon the truth of this opinions may differ; he receives, however, a special button for his cap—somewhat similar to a graduate in England being privileged to wear a special hood to his gown,—he is exempted from corporal punishment, and if he reside in a village obtains a little notoriety for himself. By becoming a B.A. the successful student is said to have "entered the Guild of Learning," and now takes rank as a scholar. These, and the graduates of higher rank,

are the men who form the *literati* of the country, whose antipathy towards foreigners and power of disturbing the peace are so violent, and often so cruelly manifested. In Chinese they are called as a class "Book Readers," but it is to be feared they do a great deal else besides reading books, and, like the clerks of many other countries and of all ages, are often prime movers in fomenting disturbances among the more peaceably disposed populace.

The cost of obtaining this first degree, I am told, is at least £20, and this is apart from all previous expenses incurred by tuition, cost of books, &c. No emolument follows success at this stage, but once in every three years a more important examination is held at the capital of each province. This is open only to those who are already B.A., and not even to all of these, for local examinations of the graduates of the first degree are held repeatedly, and only the successful candidates in these local examinations are allowed to compete for the higher degree. These triennial examinations in the provincial capital are sources of immense excitement to the friends of the candidates, and the results are made known by the swiftest courier, in every hamlet throughout the province, within a very few hours or days of the official announcement. Success here confers the degree of M.A., and the graduate is called a "*Kii-jin*," or "a promoted man." As yet, however, his promotion brings him no reward for his diligence, beyond the honour conferred by success, although the expenses necessary to obtain this higher degree are estimated at a cost of £40, an enormous sum to men who consider £2 a month a satisfactory income. The money for all these examinations is raised by the voluntary contributions of friends,—who feel promoted themselves by the success of a relative,—or by incurring heavy debts, which often remain unpaid to the end of life.

It is difficult to estimate what is the average proportion of successful candidates; and the average, moreover, varies for different provinces. Only a limited number is allowed to pass, and the number for each province is a constant quantity. In this province of Kiangsu, which is the most densely populated of any of the provinces in China, there are generally 2,000 or 3,000 candidates for the B.A., and, I am told, not more than one-tenth succeed. For the intermediate examination of graduates, 80 out of every 300 are usually selected to go to Nankin, the capital of this province, to compete for the higher degree. Nankin is the place of examination for the adjoining province, as well as for this one, and the number of students assembling there at the triennial examination is estimated at from 10,000 to 18,000, of which only one in a hundred can hope to be successful. In the province of Canton, Dr. Williams states that there are about 12,000 who hold the first degree, and he mentions the number who enter for their M.A. as usually about 6,000. The size of an examination hall in China can be imagined when it is remembered that a separate cell is provided for the accommodation of each student.

If not deterred by expenses, and if anxious for official employment those who have obtained their master's degree proceed the year after to Peking, where candidates from all the 18 provinces are examined, about one in twenty of whom succeed in obtaining their doctorate, and are called "entered scholars." There are about 200 such successful ones every three years. These remain in Peking, and are again examined, in the Imperial palace, and of the successful ones the first takes precedence as first scholar of the empire for that year, while the rest obtain the degree or office of *Hanlin*, which has been designated the Imperial Academy, and the members of which receive salaries. Other examinations follow, by which still higher promotion takes place, and the official rank of the members of the various Governmental Boards is determined. Thus the way is open by a series of steps for the lowest of the people to rise to the highest official appointment, and to obtain the greatest emoluments in the empire. None but actors or their children, the lowest grade of coolies, public executioners and torturers, and the children of openly immoral people, are prevented from competing in any of the examinations; and it frequently happens that a man of very low birth finds himself suddenly elevated to wealth and honour by the fortunate success of a clever son. But ability is not the only test in these examinations. Parity is unknown, except in sentiment, in China, and it is to be feared bribery is carried on here as in every direction. Chance, too, has much to do with success. Where so large a proportion necessarily fail in every examination, and where the candidates are counted by the thousand, it cannot but be that much depends upon what goes by the name of good luck. Many try for years without succeeding, and in the examination halls of China, as in that of the London University, it is no unusual sight to see grey-haired and aged men making their last efforts to win success before they die.

The honour paid to a successful candidate is astonishing. I happened, while at Soochow, to be living opposite the residence of the father of the student who was first in that year's tripos. The house was an unpretentious one, and the father by no means a wealthy man; but directly the announcement was made of his son's success all the Mandarins of the city, including, I believe, the Viceroy of the province, came in their chairs of state and paid their respects to the aged sire. Workmen were appointed by the city magistrate to restore and decorate his house, and the expenses were met from the public funds. In China (always the reverse of other lands) honour is transmitted upwards to one's ancestors, not downward to one's posterity; and so, on an appointed day, an imposing procession was formed, in which the mother of the lucky scholar occupied the principal place, and thus the city was traversed with music and banners, and other insignia of state. Nor did the honour stop here; for days and weeks presents flowed in from all parts, and feasts were given in succession, all testifying to the respect felt by the Chinese for literary ability.

The question arises: What can be shown as the result of this pro-

longed study, and of so many examinations? From what has been said, it is hardly needful to state that a Chinese scholar, however clever he may be, possesses scarcely any information on the most ordinary topics. Of geography, history, figures, he knows next to nothing; of the history and uses of the commonest objects around him, or of the structure and functions of his body, he is absolutely ignorant. Not many days ago, I was asked by a graduate if sugar was not dug out of the earth, like a mineral; and I do not suppose there is a scholar in the country (unless he has been specially taught the use of the abacus) who could work the simplest sum in multiplication or division. The synchronism between high tides and the new or the full moon has been noticed, but no one has ventured to suggest any dependence of the one upon the other. The extent of a scholar's information upon other subjects leads him to suppose that the earth is held in its place by an intangible substance, called *chi*; and the idea that China is the central kingdom of the world, all other countries being ranged round as though tributary and dependent, is too firmly embedded in the popular mind to be easily eradicated. Though the information imparted by the present mode of education is so slender, it seems that the training does, nevertheless, develop a high standard of intelligence. The only need is to direct it to useful objects. The memory, as can be readily supposed, is strengthened out of all proportion to the other faculties of the mind. Nothing is more astonishing than the retentive power of a Chinese scholar. Open any of the leading classics and read half a dozen words, and he will take up the sentence and go on repeating the following paragraphs word for word. No matter what passage be read, he will be almost sure to tell you where it is taken from, and what is its context, almost instantaneously. Reading the Chinese classics with a teacher, it is quite common for him to sit with no book before him; but if a word be missed, or a character be mistaken, he will correct me without a moment's hesitation. Once, when speaking to him of his memory, he laughed and said, "That is nothing, I can say it backwards," and lo! he began at the end of the chapter and proceeded to repeat it backwards. So, too, in the case of our native preachers; many of them are walking concordancees. Mention an incident in the Gospels, and they can in most cases tell the book and the chapter, in a way that is marvellous to a foreigner accustomed to the use of a "Cruden" or other similar aid. Owing to this system of education, the mind is not symmetrically trained, and the inventive and æsthetic sides seem to be especially repressed. It has generally been supposed that the great stimulus to literary pursuits is a desire of obtaining office and wealth; but this may be called in question when the small proportion of scholars who reap such benefit from their learning is remembered. Except in the case of those who are in office, a scholar is generally poor, and indeed he is unfitted by his training from earning a livelihood, save the precarious one of teaching or doctoring, while the dignity of his position is such as to forbid his ever turning to business.

This fact accounts in a measure for the immense number of schools that exist throughout the empire, and which renders so unnecessary any such system as that recently adopted in England.

Such, in briefest outline, is the mode of education that prevails in this most paradoxical of all nations. It has the recommendation of age, for in many of its main features it has existed for nearly twelve centuries; but, like a great many ancient things, it is losing its flavour. That the benefits of education are more widely diffused throughout China than Europe is almost certainly not the case; but no such statistics have been collected as to render an opinion trustworthy. Such as it is, its work is done, and its end is doomed. The demands of the Government for men with scientific education, and the heavy pressure that is being exerted all along the line of Chinese habits and beliefs, are slowly but inevitably breaking up the solidified institutions and customs of the past. Whether the nation contains elements capable of reconstruction and renewal is a question impossible as yet to answer; but one thing is certain, that China as it has been—the China we know and see to-day—will soon be no longer in existence, and its present form will then be regarded only as a wondrous monument of the past.—*Argonaut.*

UNIVERSITY OF BOMBAY.

MATRICULATION EXAMINATION, 1876-77.

MONDAY, 20TH NOVEMBER. [10 A.M. TO 1 P.M.]

ENGLISH.

[The black figures to the right indicate full marks.]

Section A.

(The four questions of this section must be answered or attempted by every candidate.)

1. Paraphrase, punctuating with care, either (not both) 20 of the following extracts:—

- (a) Now winter comes with all his stern array,
And early darkness shuts the eye of day.
The thunder rolls, the forkèd lightnings blaze
And rend the gnarled oak of ancient days.
Man shrinks appalled and knows not where to fly
To shun the dangers of the angry sky.
Sadly he sees the birds and beasts that mourn
The pastures stiff with frost—and fields forlorn.
The sturdy steers the hedges' shelter find,
Hang the dull head and leave the fields behind.
Now mute the warbling woodbird's tuneful throat,
The thrush's* trill, the blackbird's mellow note.
The friendly redbreast* now forgets his fear,
With look askance he eyes the cottage near,

* Names of birds.

And pipes the dirge of the declining year.
 The cushat* now has lost her leafy screen,
 Murmurs her plaintive coo, but not unseen;
 And where the plovers* wheeling flock arose,
 The hardy snowbird pecks the pathless snows.
 But the great Power that rules the varied year,
 To all His faithful servants ever near,
 Smiles in the spring, in radiant summer glows,
 In autumn's lap its golden fruitage throws,
 Walks on the wintry wind, and guides the storm
 Even in its wildest course and darkest form.

- (b) O for the coming of that glorious time
 When, prizing knowledge as her noblest wealth
 And best protection, this imperial Realm,
 While she exacts allegiance, shall admit
 An obligation on her part to teach
 Them who are born to serve her and obey;
 Binding herself by statute to secure
 For all the children whom her soil maintains
 The rudiments of letters, and inform
 The mind with moral and religious truth,
 Both understood and practised,—so that none,
 However destitute, be left to droop
 By timely culture unsustained; or run
 Into a wild disorder: or be forced
 To drudge through a weary life without the help
 Of intellectual implements and tools;
 A savage horde among the civilized,
 A servile band among the lordly free!

2. Paraphrase the following sentences in such a way as to show that you clearly understand their meaning:— 15

- (a) I purposely lay stress on this point.
 (b) Put down your thought in words just as they come.
 (c) It will not be time thrown away to dwell on this phase of the subject.
 (d) One may well be at a loss what to think of such sheer guessing.
 (e) It has been well said that the one speaker never wanted a word, while the other never wanted the word.
 (f) This argument is more to the purpose, and though not conclusive, it certainly goes to prove the soundness of our author's view.
 (g) You must make it out as best you can.

3. Write 10 or 12 lines of original composition on one of the following subjects, paying strict attention to accuracy of idiom. 15

* Names of birds.

spelling, and punctuation. Hand-writing also will be considered :—

- (a) The Famine.
- (b) Description of Marriage Festivities.
- (c) A trip to Elephanta or any other place you may have recently visited.

4. Correct the faulty idiom in the following sentences :— 10

- (a) No sooner he will come then I shall tell you.
- (b) Every man must exert for his family members.
- (c) The master sent a word to Govind that you are to come but he denied.
- (d) The boat was drowned and we were too sorry.
- (e) The failed candidate was so much angry that he broke the furnitures and gave bad abuses to his class-brothers.

Section B.

(In this section candidates may answer any four, but not more than four, of the following questions.)

1. Parse fully the italicized words in the following sentences :— 10

- (a) And all the *air* a solemn *stillness* holds.
- (b) *Thou* great first cause, least understood,
Who all my sense *confined*.
- (c) I *had* rather *be* a dog and bay the moon,
Than such a Roman.
- (d) Where thou art gone,
Adieus and *farewells* are a sound unknown.
- (e) This pen is not fit to write *with*.

2. "By *verbal formative* is meant any addition to a word, whether prefix or suffix, which stamps that word as a verb independently of a context." Make a list of such *verbal formatives*, and give one example of each. What affixes are employed in English to express diminutiveness in (a) nouns and (b) adjectives. Give examples. Give affixes indicating an agent, a state, and a place. 10

3. Give a list of the auxiliary verbs in the English language, and show (a) the original meaning of each as an independent verb, and (b) its signification and use as an Auxiliary. Point out the difference in the use of *shall* and *will* as auxiliaries, and explain the reason of that difference. 10

4. Write short sentences illustrating the correct usage of the following words and phrases :— 10

- (1) To give in ; (2) to give up ; (3) to give out ; (4) to break in ; (5) to break out ; (6) to break down ; (7) sensible ; (8) sensitive ; (9) sensnal ; (10) sensuous ; (11) childlike ; (12) childish ; (13) to arrive late ; (14) to arrive lately ; (15) to think little ; (16) to little think.

5. (a) Write full Etymological notes on any *four* of the following words :— 10

Trophy, squadron, uncouth, tragedy, purlieu, demure, prevaricate, bachelor.

(b) What is a Hybrid? Give three examples in English.

(c) Re-write the following in plain English, substituting chiefly words of Saxon origin :—

“Exacerbated by the antagonist’s vituperation, our progenitors inaugurated hostilities in that locality and demonstrated themselves as unintimidated by vaticinations of catastrophe.”

6. (a) Define “Metre,” and show how your definition applies to Sanskrit or Latin Poetry, Vernacular Poetry, and English Poetry. 10

(b) Scan (*i.e.* mark the metrical feet and accents) the following :—

Sabrina fair,
Listen where thou art sitting,
Under the glassy, cool, translucent wave ;
In twisted braids of lilies knitting
The loose train of thy amber-dropping hair ;
Listen for dear honour’s sake,
Goddess of the silver lake,
Listen and save.

7. (a) Take the simple sentence “man studies,” and show how subject and predicate may be enlarged by the addition of phrases and subordinate sentences. 10

(b) Analyse according to the usual scheme (1) sentence, (2) kind of sentence, (3) subject, (4) predicate, (5) completion, (6) extension :—

“Having carried on my work thus far with so little obligation to any favourer of learning, I shall not be disappointed though I should conclude it, if less be possible, with less ; for I have been long wakened from that dream of hope in which I once boasted myself with so much exultation,

My Lord, your lordship’s most humble and most obedient Servant,

SAMUEL JOHNSON.”

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH OCTOBER TO 15TH NOVEMBER 1876.

NEW BOOKS PUBLISHED BY THE DEPARTMENT.

ANGLO-MARATHI.

Rs. a. p.

Tarkhadkar’s Anglo-Marathi Translation Series, Part I. 0 12 0

NEW EDITIONS OF THE FOLLOWING BOOKS HAVE BEEN PUBLISHED :—

MARATHI.		Rs. a. p.
Departmental Marathi First Book, Bai*oodha, 6th stereo-	typed edition...	0 1 6
Do. do. Second Book, do. 5th do.		0 2 6
Karkaré's Euclid's Elements of Geometry, the first four books, with Notes, an Appendix, and Exercises; Second edition		0 10 0

GUJARATI.

Bhogilal's Deshi Hisab, or Mental Arithmetic, Part I.;		
Fourth edition	0 1 3	
Do. Lekhavali, or Gujarati Letter Writer and Book-keeping; Sixth edition.....	0 2 3	

DEPARTMENTAL NOTICES.

Payment of Bearing Postage on Petitions.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 4154, dated 9th October 1876, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
3rd November 1876.*

Contingencies.

No. 4154.

FINANCIAL DEPARTMENT.

Bombay Castle, 9th October 1876.

Memorandum from the Revenue Commissioner, S. D., No. 3046, dated 12th September 1876—Submitting, for orders, a letter No. 3905, dated 7th idem, from the Acting Collector of Satara, who inquires, with reference to Government Resolution No. 3566,* dated 29th August last, whether he is correct in supposing that by the words "Contingent allowance," from which postage on unpaid petitions is to be paid, is meant the "general contingencies" for the district provided for in the Imperial Budget; and states that the petty supply allowances are too small to bear such a daily recurring additional charge as postage on petitions.

Memorandum from the Accountant General, No. A.I.-9922, dated 30th September 1876—Reporting that he sees no objection to the charge being disbursed, and debited to general contingencies of

* See Record for October last, page 230.—Ed. B. E. R.

the office concerned, and that it will have to be entered under the heading "official postage."

RESOLUTION.—The postage charges should be disbursed, and debited in the manner stated by the Accountant General.

F. S. CHAPMAN,

Chief Secretary to Government.

To the REVENUE COMMISSIONER, S. D.; the REVENUE COMMISSIONER, N. D.; the ACCOUNTANT GENERAL; the COMMISSIONER in SIND; all DEPARTMENTS of the SECRETARIAT; all other HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS of the SECRETARIAT.

Books Sanctioned.

NOTIFICATION.

The undermentioned books are sanctioned as Prize and Library Books:—

Candy's Idiomatic Sentences (English and Marathi). Price 13 annas.

G. V. Bapat's Gadyaratnamala, or Marathi Prose Readings. Price 10 annas and 6 pies.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
6th November 1876.

Purchase of Timepieces.

NOTIFICATION.

The subjoined Government Resolution, No. 4407, dated 27th October 1876, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
9th November 1876.

Clocks.

No. 4407.

FINANCIAL DEPARTMENT.

Bombay Castle, 27th October 1876.

Transfer from the Judicial Department of the Secretariat, No. 6041, dated 12th October 1876, of a letter from the Inspector General of Prisons, No. 4206, dated 7th idem, requesting sanction to an ex-

penditure of Rupees 25 for the purchase of a clock for the use of the Sholapur Jail.

Letter from the Government of India, Financial Department, No. 3291, dated 10th October 1876—Observing, with reference to Government Resolution, Judicial Department, No. 4122, dated 13th July 1876, sanctioning a charge of Rupees 35 for a timepiece for the office of the District Superintendent of Police, Kurrachee, that such charges are not allowed elsewhere; and pointing out that if the purchase of clocks is sanctioned in all such cases, a large expenditure will be incurred.

RESOLUTION.—Copy of Government of India's letter, Financial Department, No. 3291 dated 10th instant to be sent to the Judicial Department. From this it will be seen that similar charges are not sanctioned elsewhere; Government have therefore resolved that they need not be sanctioned in this Presidency.

(Signed) F. S. CHAPMAN,

Chief Secretary to Government.

To the INSPECTOR GENERAL of PRISONS; the ACCOUNTANT GENERAL; the JUDICIAL DEPARTMENT of the SECRETARIAT (with the transfer and copy of the Government of India's letter No. 3291, dated 10th October 1876); all other DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS of the SECRETARIAT.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, Educational Department, No. 1250 dated 15th November 1876, with accompaniments, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

21st November 1876.

No. 1250.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 15th November 1876.

Resolution of Government in the Financial Department, No. 4429, dated 30th October 1876—Communicating, with reference to this Department No. 903 of 1876, copy of a letter from the Government of India, Financial Department, in the case of the Educational Inspector, N. D., who incurred an expense of Rs. 35-3-6, in March 1875, on account of boat-hire, steamer fare, &c., and in which it is intimated that in future the option of drawing actual personal fare and freight of personal baggage in

lien of a fixed monthly or daily travelling allowance will not be admissible when an officer hires a boat for his own use only.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction, in continuation of Government Resolution No. 780 of 28th July last.

(Signed) C. GONNE,
Secretary to Government.

To the DIRECTOR OF PUBLIC INSTRUCTION (with copy of the above).
No. 4429.

EXTRACT from the Proceedings of the Government of Bombay in the Financial Department, dated 30th October 1876.

READ the following letter from the Government of India, Financial Department, to the Secretary to the Government of Bombay, No. 3459, dated 14th October 1876 :—

I am directed to acknowledge the receipt of your letter to the Secretary to the Government of India in the Home Department, No. 903, dated 29th August 1876, and in reply to say that the Governor General in Council is pleased to direct that the decision of Government contained in my letter No. 296 dated 17th January 1876* granting free passage to an officer while travelling by sea in lieu of his fixed travelling allowance for the day or days so occupied, shall have retrospective effect in the case of the Educational Inspector, N. D., who incurred an expense of Rs. 35-3-6 in March 1875 on account of boat hire, steamer fare, &c.

2. I am at the same time to call your attention to Notification in this Department No. 3022, dated 22nd September 1876, and to say that in future the option of drawing actual personal fare and freight of personal baggage in lieu of a fixed monthly or daily travelling allowance will not be admissible when an officer hires a boat for his own use only.

RESOLUTION.—Copy to be forwarded to the Educational Department, with reference to their letter quoted by the Government of India, and this Department Resolution No. 556 dated 4th February last.

2. Copies should also be forwarded for the information and guidance of all other Departments of the Secretariat, and Heads of Offices, with reference to paragraph 2 of the Government of India's letter.

Ordered that copies of the above be forwarded to—The EDUCATIONAL DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

F. S. CHAPMAN,
Chief Secretary to Government.

* See Record for March last, page 69.—ED. B.E.R.

Advances to Officers taking Privilege Leave.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 4571, dated 7th November 1876, is published for the information of Educational Officers.

K. M. CHAMFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
22nd November 1876.*

Salaries and Allowances.

No. 4571.

FINANCIAL DEPARTMENT.

Bombay Castle, 7th November 1876.

Read again the following papers:—

Notification of the Government of India in the Financial Department, No. 2595, dated 31st August 1876—Directing that an officer taking privilege leave whose salary is less than Rs. 200 may, with the special sanction of the head of his office, receive an advance not exceeding two months' salary, and also not exceeding the allowances which would become due to him for the whole period of his leave on the expiration thereof.

Memorandum from the Military Department of the Secretariat, No. 8222, dated 21st September 1876—Transferring a letter from the Controller of Military Accounts, inquiring, with reference to the above order, whether an officer can receive payment, the day he takes privilege leave, of two months' pay in advance.

Memorandum from the Accountant General, No. P.A. 9830, dated 29th September 1876—Stating that, in his opinion, there can be no doubt that, under the above Resolution, advances of two months' pay may be given on the day the officer takes privilege leave.

Letter from the Chief Secretary to Government, to the Secretary to the Government of India, Financial Department, No. 4125, dated 6th October 1876—Stating that this Government in the Financial Department agrees with the Accountant General in the view taken by him.

Read also letter from the Under Secretary to the Government of India, Financial Department, No. 3676, dated 28th October 1876—Stating, in reply to the above letter, that the Bombay Government is correct in holding that the advance to officers taking privilege leave whose salary is less than Rs. 200,

authorized in Government of India Resolution No. 2595, dated 31st August 1876, may be given on the day the officer takes privilege leave.

RESOLUTION.—To be communicated to all Departments of the Secretariat, and all Heads of Offices, for information and guidance.

F. S. CHAPMAN,

Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Allowances of Officers transferred from one duty or department to another.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 4580, dated 8th November 1876, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
23rd November 1876.*

Salaries and Allowances.

No. 4580.

FINANCIAL DEPARTMENT.

Bombay Castle, 8th November 1876.

Resolution of the Government of India, Financial Department, No. 3593, dated 23rd October 1876 :—

Read again—

Resolution by the Government of India, in the Financial Department, No. 3329* dated 27th September 1875, ruling (1) that the allowances of a military officer transferred from military to civil duty shall be paid by the Civil Department from the date on which he gives over charge of military duty, and that when a military officer is transferred from civil to military duty, his allowances shall cease to be payable in the Civil Department from the date on which he relinquishes charge of his civil duty; and (2) that a similar rule shall also apply to the case of an officer transferred from one department to another department.

Read—

Letter from the Accountant General, Bombay, No. P.A.-9673, dated 25th September 1876, inquiring whether

* See Record for December 1875, page 276.—ED. B. E. R.

the word "allowances" in the Resolution of the 27th September 1875 should be regarded as including salaries only, and not travelling allowances.

RESOLUTION.—The Governor General in Council is pleased to decide that the word "allowances" in the Resolution No. 3329 dated 27th September 1875 includes travelling allowances. This ruling supersedes all previous orders to the contrary, but without retrospective effect.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices, with reference to Government Resolution No. 3416 dated 25th October 1875.*

F. S. CHAPMAN,

Chief Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the several DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT GENERAL.

Books Sanctioned.

NOTIFICATION.

A Marathi Book called "A History of the French Revolution," by Mr. V. K. Oke, is sanctioned as a Prize and Library Book in Government Schools.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
30th November 1876.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF OCTOBER TO THE 15TH OF NOVEMBER 1876.

17th October 1876.—Mr. B. V. Bhidé, substantive *pro tem*. Fifth Assistant Master, Satara High School, is confirmed in the appointment.

21st October 1876.—Five months' leave, on private affairs, is granted to Mr. Gopal M. Sathé, First Assistant Master, Dhulia High School.

21st October 1876.—Mr. Kashinath G. Kelkar, B.A., is appointed Acting First Assistant Master, Dhulia High School, during the absence of Mr. Sathé on leave.

26th October 1876.—Mr. Prataprai Govindram Mehta is appointed Third Assistant Master in the High School at Bhownuggur.

* See Record for December 1875, page 276.—ED. B.E.R.

- 26th October 1876.—Mr. Dalerai Mahipatrai Oza is appointed Fifth Assistant Master in the Bhownuggur High School.
- 1st November 1876.—Mr. Keshav V. Patwardhan, B.A., First Assistant Master, Tanna English School, is permitted to resign his appointment.
- 1st November 1876.—Mr. V. G. Indapurkar, B.A., is appointed to act as Assistant Deputy Educational Inspector, Dharwar, during the absence of Mr. Devekar, or until further orders.
- 1st November 1876.—Six months' leave, without pay, is granted to Mr. Kashiprasad S. Desai, First Assistant Master, First Grade Anglo-Vernacular School, Bhownuggur.
- 1st November 1876.—Four days' examination leave is granted to Mr. Ganesh Janardhan Agashe, substantive *pro tem*, Sixth Assistant Master, Poona High School, from 20th to 23rd November 1876.
- 2nd November 1876.—Mr. Nagindas L. Dalal is appointed Ninth Assistant Master in the Surat High School.
- 2nd November 1876.—Mr. Dulabhram P. Sutaria is appointed Acting First Assistant Master, Haripura Branch School.
- 2nd November 1876.—Mr. Maneklal Nagardas is appointed Acting Master, Practising School, Rajkot.
- 2nd November 1876.—Mr. Parbhulal Utamram is appointed Acting Master, Practising School, Ahmedabad.
- 3rd November 1876.—One year's extension is granted to Mr. Bhavanishankar G. Joshi, Tutor to the Thakor Saheb of Wadhwan.
- 3rd November 1876.—M. Gurappa Appa Murtale is appointed Head Master, Vernacular School, Bail Hongal, in the Belgaum District.
- 3rd November 1876.—Mr. Dhondo Dattatraya is appointed Head Master, Vernacular School, Ron, in the Dharwar District.
- 8th November 1876.—Mr. Maganlal Motilal is appointed Assistant Master, English School, Dholka.
- 8th November 1876.—Mr. Nagji Kanviji is appointed Clerk and Writing Master, Ahmedabad High School.
- 8th November 1876.—Six months' leave, without pay, is granted to Mr. Kasiprasad Sadashiv, First Assistant Master, Bhownuggur High School.
- 8th November 1876.—Mr. Balwantraji Harjivan is appointed Acting First Assistant Master, Bhownuggur High School.
- 8th November 1876.—Mr. Sakarlal Vajishankar is appointed Acting Second Assistant Master in the Bhownuggur High School.
- 8th November 1876.—Mr. Ganesh Janardhan Agasé, B.A., Sixth Assistant (substantive *pro tem*), Poona High School, is appointed First Assistant Master, Tanna English School, *vice* Mr. K. V. Patwardhan, resigned.

- 8th November 1876.—Mr. Annaji Ramchandra Atré, B.A., is appointed substantive *pro tem.* Sixth Assistant Master in the Poona High School, *vice* Mr. G. J. Agasé, transferred to Tanna.
- 9th November 1876.—Twenty-three days' sick leave is granted to Mr. Dwarkanath Ragoba Tarkhadkar, Second Assistant Master (Marathi side), Elphinstone High School.
- 9th November 1876.—Mr. Vithal Ragoba Tarkhadkar, F.E.A., is appointed Acting Second Assistant Master (Marathi side), Elphinstone High School, during the absence of Mr. D. R. Tarkhadkar on leave.
- 11th November 1876.—Mr. Ganesh Janardhan Agasé is confirmed as Sixth Assistant Master, Poona High School, from the 12th of April 1875.
- 13th November 1876.—Mr. Shankar Raoji Apté, F.E.A., is appointed Acting Second Assistant Master, Dharwar High School, during the absence of Mr. Indapurkar.
- 13th November 1876.—Mr. Byramji Framji Patel, B.A., Third Assistant Master (Gujarati side), Elphinstone High School, is appointed substantive *pro tem.* Head Master, Bhowunggur High School, during the absence of Mr. Unwala, or until further orders.
- 14th November 1876.—Mr. S. S. Pathak is temporarily appointed to act as Second Assistant Master in the Dharwar High School, from the date of Mr. Indapurkar's giving over charge till the arrival of his successor.
- 14th November 1876.—Mr. Ghelabhai M. Laiwala, First Assistant Master, Kattywar High School, is allowed three months' sick leave.
- 14th November 1876.—Mr. Dnlabhji D. Ved, Second Assistant Master, Kattywar High School, is appointed to act as First Assistant (for Mr. Ghelabhai Laiwala) in the same school.
- 14th November 1876.—Mr. Motichand O. Seth, Sanskrit Teacher, Kattywar High School, is appointed to act as Second Assistant in the same school, *vice* Mr. Ved.
- 14th November 1876.—Mr. Harilal R. Desai, Third Assistant Master, Kattywar High School, is appointed Acting Sanskrit Teacher in the same High School.
- 14th November 1876.—Mr. Odhavaji G. Konkotia, Fourth Assistant Master, Kattywar High School, is appointed Acting Third Assistant Master in the same school.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

16th November 1876.

DIRECTORY
OF THE
BOMBAY EDUCATIONAL DEPARTMENT
FOR 1875-'76.

No. 2162 of 1864-65.

MEMORANDUM.

1. The Directory of the Department of Public Instruction, as it stood on the 1st November 1864, has been officially drawn up with the following objects in view :—

(a)—To show at a glance the personal resources of the Department, and to facilitate a comparison of the claims of different persons for any appointment that may be vacant.

(b)—To lead the way to future organization and order by pointing out anomalies where they exist in pay or position.

2. It is expected that this Directory will be useful both to the Government and to the Educational Authorities, and that it will be an encouragement to Students to aim at University distinctions, when they see that these are officially recorded and made to constitute a claim to promotion. It is, however, by no means intended to introduce any sudden revolution, or to set aside the claims of those who ably served in the Department perhaps before the University of Bombay came into full operation. Besides length of service, which will always be duly recorded, there are personal qualifications, often more valuable than University distinctions, but which can find no record in a Directory. It is hoped, then, that while the Directory will tend to correct many mistakes, the personal knowledge of Educational Inspectors, and other authorities, may also serve to correct the Directory.

A. GRANT,

Acting Director of Public Instruction.

Bombay, 6th December, 1864.

No. 4854 of 1875-76.

*Office of the Director of Public Instruction,
Poona, 23rd December 1875.*

MEMORANDUM.

Reprinted to accompany the Directory of 1875-76.

K. M. CHATFIELD,

Director of Public Instruction.

DIRECTORY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, 1ST NOVEMBER 1875.

A.—SUPERIOR APPOINTMENTS.

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	3	3	4	5	6	7	8	9	10
1	K. M. Chaffield ..	B.A.	Oxford.	None	Y. m. d. 9 8 3	Director of Public Instruction	Rs. a. p. 2,000 0 0	Rs. a. p. 2,000 0 0	
THE GRADED LIST.									
2	1st Grade (2) Rs. 1,200 to Rs. 1,000.	None.	None.	Hindustani, and Marathi.	12 8 1	Educational Inspector, Central Division, Poona Travelling allowance Tenage	1,500 0 0 100 0 0 11 1 9	1,611 1 9	On special leave to Europe for six months from 24th September 1875, A. A. Rs. 626.
3	T. Waddington, Lieutenant Staff Corps.	None.	None.	None	14 0 26	Principal Elphinstone College and Professor of Logic and Moral Philosophy	1,250 0 0	1,250 0 0	On special duty from 19th July 1876.
3	W. Wordsworth ..	B.A.	Oxford	None	12 8 10	Educational Inspector, Northern Division, Surat Travelling allowance Tenage	1,150 0 0 100 0 0 11 1 9	1,261 1 9	
4	2nd Grade (3) Rs. 1,000 to Rs. 1,200.	Ph.D.	Göttingen ..	None					
4	G. Eichler ..								

6	T. Cooke ..	M.A., M.I., LL.D.	Dublin	Hindustani (Col.)	10 3 20	Principal Poona Civil Engineering College ..	1,250 0 0	1,250 0 0	
6	R. G. Oxenham ..	M.A.	Oxford.	None	12 1 22	Principal and Professor of Logic and Moral Philosophy, Deccan College .. Acting 1st Grade and Acting Principal Elphinstone College ..	1,000 0 0 250 0 0		
	3 Grade (5) Rs. 750 to Rs. 1,000.							1,250 0 0	
7	W. A. Russell ..	M.A.	Oxford	Marathi	14 11 12	Educational Inspector, Southern Division, Belgaum .. Travelling allowance .. Tentage ..	1,100 0 0 100 0 0 11 1 9		Draws Rs. 100 P. m. as personal allowance.
8	Karu Lakshman Chitre	None	None	None	23 6 0	Professor of Mathematics, Deccan College ..	1,000 0 0	1,211 1 9	
9	F. Kellhorn ..	Ph.D.	Leipzig	None	9 8 2	Professor of Oriental Languages, Deccan College .. Acting 2nd Grade and Acting Principal Deccan College ..	225 0 0 75 0 0	1,000 0 0	
10	W. Dropper ..	M.A.	Aberdeen and London.	Marathi	27 10 5	Educational Inspector, North East Division, Nask .. Travelling allowance .. Tentage ..	925 0 0 100 0 0 11 1 9	1,000 0 0	On Furlough to Europe for 24 months from 24th May 1876.
11	S. Cooke ..	B.A. L.C.E.	Dublin.	None	6 10 5	Professor of Chemistry and Geology, Poona Civil Engineering College. ..	750 0 0	1,036 1 9	
	4th Grade (5) Rs. 500 to Rs. 750.							750 0 0	
12	J. T. Hathornthwaite ..	M.A.	Cambridge	Hindustani	3 0 28	Professor of Mathematics, Elphinstone College .. Acting 3rd Grade ..	600 0 0 150 0 0	750 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
	4th Grade—continued.								
13	P. Peterson ..	M.A. B.A.	Edinburgh, Oxford.	None	2 0 10	Professor of Oriental Languages, Elphinstone College .. Acting 3rd Grade ..	600 0 0 150 0 0	750 0 0	
14	E. Giles ..	B.A.	Oxford	Hindustani.	2 5 15	Professor of History and Political Economy, Elphinstone College .. Acting Educational Inspector, Northern Division, in the 2nd Grade .. Travelling allowance .. Tentage ..	600 0 0 286 10 8 100 0 0 11 1 9	977 12 5	
15	T. B. Kirkham ..	None.	None	Marathi and Gujarathi.	13 4 10	Professor of English Literature, Elphinstone College..	750 0 0	750 0 0	Mr. Scorgie served under the Government of India from the 12th of Nov. 1866.
16	J. Scorgie ..	F.C.S.	None	None	0 8 25	Professor of Mechanism and Applied Sciences, Poona Civil Engineering College.	500 0 0	500 0 0	
17	R. Shute ..	B.A.	Oxford	None	0 4 11	Professor of Logic and Moral Philosophy, Deccan College	500 0 0	500 0 0	
18	<i>Law School.</i> E. H. Leith, Barrister-at-Law.	LL.M.	None	None	5 4 0	Government Professor of Law ..	300 0 0	300 0 0	On Sick leave to Europe for 10 months from 21st March 1875 A. A. Nil.

19	H. C. Kirkpatrick	M.A.	Dublin	None	..	0	7	8	Acting do.	..	300	0	0
20	W. Webb, Barrister-at-Law.	None	None	None	..	2	1	18	Government Professor of Law	..	300	0	0
21	J. Q. Pigot	B.A.	Dublin	None	..	3	9	7	Perry Professor of Jurisprudence	..	269	0	0
<i>Grant Medical College.</i>													
22	Surgeon Major W. G. Hunter.	M.D. M.R. C.P.	London	Hindustani (Col.)	..	14	0	0	Principal and Professor of Medicine and Clinical Medicine and First Physician J. J. Hospital	..	1,600	0	0
23	Surgeon Major J. T. Mackenzie.	M.R. F.R.C.S.	Trinity College Cambridge.	None	..	12	0	0	Professor of Surgery and Clinical Surgery and Senior Surgeon J. J. Hospital	..	1,650	0	0
									Professor of Dental Surgery	..	200	0	0
									House Rent	..	100	0	0
24	Surgeon Major H. Cook.	M.D. F.R.C.S. M.F.S.	St. Andrews.	Hindustani (Col.)	..	4	4	29	Professor of Physiology and Second Physician J. J. Hospital	..	1,350	0	0
									Professor of Hygiene	..	1,250	0	0
									House Rent	..	200	0	0
25	Surgeon G. A. Macdonald.	M.D. C.M.	Aberdeen	Hindustani (Col.)	..	3	9	12	Professor of Ophthalmic Medicine and Surgery and Ophthalmic Surgeon	..	850	0	0
									Professor of Comparative Anatomy	..	200	0	0
									House Rent	..	75	0	0
26	Surgeon Major W. Dyck.	B.A.	Oxford	Persian and Hindustani.	..	9	3	7	Professor of Materia Medica	..	1,125	0	0
									House Rent	..	1,050	0	0
									House Rent	..	100	0	0
											1,150	0	0

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
<i>Grant Medical College—continued.</i>									
27	Surgeon I. B. Lyon	None .. P. C. S.	None	None	9 7 2	Professor of Chemistry and Chemical Analyser to Government .. Professor of Medical Jurisprudence .. Professor of Chemistry, Elphinstone College .. House Rent ..	850 0 0 200 0 0 200 0 0 75 0 0	1,325 0 0	On furlough to Europe for 15 months from 18th May 1874 A. A. Rs. 425.
28	Surgeon W. Gray	M.B. ..	Dublin	None	6 11 9	Acting Professor of Chemistry and Chemical Analyser to Government .. Acting Professor of Medical Jurisprudence .. Acting Professor of Chemistry, Elphinstone College .. Professor of Botany .. House Rent ..	625 0 0 200 0 0 200 0 0 75 0 0	1,100 0 0	
29	Surgeon J. Arnott	M. D. ..	Glasgow	Hindustani.	6 11 6	Professor of Pathology and Assistant Surgeon, European General Hospital .. House Rent ..	800 0 0 75 0 0	875 0 0	
30	Surgeon W. F. Knapp	None ..	None	Hindustani.	6 6 16	Professor of Anatomy and Curator of Museum and Second Surgeon, J. J. Hospital .. House Rent ..	850 0 0 75 0 0	925 0 0	

31	Surgeon A. H. Hughes, M.D., .. Boston	..	None	..	0 11 22	Professor of Midwifery, Pre- sidency Surgeon, 1st Dis- trict, and Obstetric Phy- sician, J. J. Hospital House Rent	850 0 0 75 0 0	925 0 0	
32	Assistant Surgeon Bah- caji Amrut Chobha,	G.G.M. C.	None	..	11 10 21	Teacher of Anatomy and Physiology, Vernacular Class	175 0 0	175 0 0	Also receives al- lowance from Medical Depart- ment.
33	Assistant Surgeon Sa- kram Arjun Rawat.	L.M.	Bombay	..	12 4 15	Teacher of Medicine and Midwifery, Vernacular Class	175 0 0		Do. do.
34	Assistant Surgeon Gopal Shivram Vaidya.	L.M.	Bombay	..	11 7 0	Teacher of Surgery and Me- dical Jurisprudence, Ver- nacular Class	175 0 0	175 0 0	Do. do.
35	Assistant Surgeon Shan- tarum Vithal Saazgiri.	L.M.	Bombay	..	10 6 12	Teacher of Chemistry and Materia Medica, Vernacu- lar Class	150 0 0		
36	Assistant Surgeon Anna B.A. Moreswar Kunte.	E.A. L.M.	Bombay	..	4 9 0	Demonstrator of Anatomy ..	100 0 0	100 0 0	Do. do.
37	Kalkaru Rastomaji Vicosaji.	L.M.	Bombay	..	9 4 24	Teacher of Chemistry and Medical Jurisprudence, Gujarathi Class	100 0 0	100 0 0	
38	Dhiraajum Dulpatram .. <i>Sir Jamsetji Jeejeebhoy School of Art and In- dustry.</i>	G.G.M. C.	None	..	1 0 0	Teacher of Anatomy and Physiology, Gujarathi Class.	100 0 0	100 0 0	
39	G. W. Terry	..	None	..	13 3 27	Superintendent	700 0 0	700 0 0	
40	J. Griffiths	..	None	..	9 11 0	Decorative Artist	500 0 0	500 0 0	Also draws Rs. 200 per mensem as Acting Architect- ural Sculptor.

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	2	70
41	<i>Sir Jamsetji Jyothiboy School of Art and Industry—continued.</i> Vacant .. ..	..	....	....	Y. m. d.	Architectural Sculptor ..	Rs. a. p.	Rs. a. p.	
42	MISCELLANEOUS. C. Macnaghten ..	M.A. ..	Cambridge	Hindustani and Persian.	4 9 20	Principal, Rajkumar College, Kattywar ..	400 0 0	400 0 0	
43	H. P. Jacob ..	None ..	Worcester College, Oxford. ..	Marathi ..	8 11 11	Principal, Elphinstone High School House Rent	700 0 0 100 0 0	800 0 0	
44	Daji Nilkhanth Nagarkar ..	None ..	None ..	None ..	24 2 5	Professor of Mathematics, Poona Civil Engineering College	500 0 0	500 0 0	From Rajkumar College Fund.
45	Mahadeo Kunte.	B.A. ..	Bombay ..	Sindhi ..	11 2 25	Head Master, Poona High School.	500 0 0	500 0 0	
46	K. T. Best ..	M.A. ..	Oxford ..	None ..	10 1 29	Head Master, High School, Ahmedabad .. Acting Professor of History and Political Economy, Elphinstone College ..	500 0 0	500 0 0	
47	Rao Sahab Bhoglal Frenvalbadas.	None ..	None ..	None ..	4 7 12	Superintendent of State Education, Baroda ..	500 0 0	500 0 0	

48	J. V. S. Pope ..	M.A. ..	Cambridge	Tamil and Canarese	0 0 25	Principal, High School, Ra- roda ..	500 0 0	500 0 0
49	Ramkrishna Bhandarkar.	Gopal M.A. ..	Bombay	Sanakrit ..	11 1 16	Assistant Professor of San- skrit, Elphinstone College. Acting Professor of Orien- tal Languages ..	450 0 0	450 0 0
50	Govind Vitthal Karkare.	B.A. ..	Cambridge	None	2 7 12	Acting Educational Inspec- tor, North East Division. Travelling allowance .. Tentage ..	312 8 0 100 0 0 11 1 9	423 9 9
51	Morechwar Tarkhadkar.	None ..	None	None	4 10 8	Vice Principal, Rajkumar College, Kalywar ..	400 0 0	400 0 0
52	Mirza Hairat. ..	None ..	None	None	3 6 10	Professor of Persian, Elphin- stone College ..	375 0 0	375 0 0
53	E. M. H. Fulton, C. S.	None ..	None	Hindustani, Gujarathi and Sindhi.	3 5 0	Educational Inspector, Sind Travelling allowance .. Tentage ..	250 0 0 100 0 0 11 1 9	361 1 9
54	Krishna Shastri Chiplunkar.	None ..	None	None	24 2 0	Reporter on the Native Press and Registrar of Na- tive Publication ..	350 0 0	350 0 0
55	Waman Abaji Modak.	B.A. ..	Bombay	Studhi ..	11 8 0	Head Master, Ratnagiri High School ..	350 0 0	350 0 0
56	Balwant Balikaji Wak- harkar.	B.A. ..	Bombay	None	11 5 0	Head Master, Rajaram High School, Kolhapur ..	350 0 0	350 0 0
57	E. H. Hoogwerf ..	None ..	None	Canarese Tamil and Malayalam.	11 2 9	Head Master, Belgaum High School ..	350 0 0	350 0 0
58	Vithal Suryann Pathak.	M.A. ..	Bombay	None	9 9 5	Head Master, Dharwar High School ..	350 0 0	350 0 0

Draws also Rs. 500
per mensem as
Assistant Collec-
tor.

No.	NAME.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	<i>Miscellaneous—contd.</i>								
59	Rao Shahab Narayan Bhai Dandekar.	None	None	None	18 10 0	Principal, Poona Training College, ... Dakshina Examiner	200 0 0 41 10 5	Ra. a. p. 241 10 5	
60	Rao Sahab Mahipatram Rajpran Lalauk.	None	None	None	19 5 0	Principal, Training College, Ahmedabad Gujarathi Translator, Educational Department ..	240 0 0 100 0 0	340 0 0	
61	C. H. Gandy	B.A.	Cambridge	None	0 6 0	Acting Vice Principal, Elphinstone High School, .. House Rent.	200 0 0 100 0 0	300 0 0	Acting for Mr. Barrett on 12 months' sick leave to Europe.
62	Janardil Ardaseer Dabhal.	M.A., L.L.B.	Bombay	None	4 4 22	Acting Head Master, Surat High School	280 0 0	280 0 0	Acting for Mr. Forrest on two years' sick leave to Europe.
63	Major T. Gandy	None	None	Hindustani and Marathi.	38 10 30	Marathi Translator, Educational Department, and Referee	267 0 0	267 0 0	
64	Ambalal Bakhari Dal.	M.A., L.L.B.	Bombay	Sanskrit ..	5 9 10	Acting Head Master, High School, Ahmedabad ..	250 0 0	250 0 0	Acting for Mr. Bhat.
65	Dattar Hoobhangji Masph.	None	None	None	0 8 0	Assistant Professor, Oriental Languages, Deccan College.	200 0 0	200 0 0	

B.—GENERAL DIRECTORY.

B.—GENERAL

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
<i>Class I., Rs. 150 to</i>						
2	Rao Saheb Narayan Vishnu Bapat.	45	Brahmin	.. Narangri (Ratnágiri.)	Elphinstone College.	Marathi ..
2	Uttamram Narbheram Meheta.	37	Brahmin	.. Surat ..	.. Elphinstone College.	Gujarathi ..
3	Keshava Bapuji Bal ..	.. 33	Brahmin	.. Ladghar ..	.. Elphinstone College.	Marathi ..
4	Mahadeva Vishnu Kane ..	.. 31	Brahmin	.. Satara ..	.. Elphinstone College.	Marathi ..
5	Rao Saheb Alimul Trikarnadas Bhajwani.	29	Hindu	.. Kurrachee	.. Elphinstone College.	Sindhi ..
6	Mrs. M. R. Mitchell ..	.. 55	Christian	.. Scotland	.. Edinburgh	.. English ..
7	John Bocarro ..	.. 55	Christian	.. Bombay	.. Elphinstone Institution.	Portuguese.
8	Rao Saheb Gopalji Surbhai Desai.	43	Brahmin	.. Surat ..	.. Surat High School.	Gujarathi ..
9	Jamsetji Nowrozji Unwalia ..	29	Parsi ..	.. Bombay	.. Elphinstone College.	Gujarathi ..
10	Parvatishankar Mahishankar Dave.	45	Brahmin	.. Surat ..	.. Surat High School.	Gujarathi ..
11	Ganesh Dhondeo Paranjpe ..	43	Brahmin	.. Ratnágiri	.. Ratnágiri School.	Marathi ..
12	James Oliver ..	.. 29	Christian	.. England	.. University College School, London.	English ..
13	Chambassappa Basingappa Dharwarkar.	42	Lingayet	.. Dharwar	.. Poona and Civil Engineering Colleges.	Canarese ..
14	Rao Saheb Sitaram Vishvanath Patwardhan.	35	Brahmin	.. Rájápur.	.. Elphinstone College.	Marathi ..
15	Rao Saheb Mohanlal Ranchodas Javheri.	47	Vania..	.. Broach ..	.. Elphinstone College.	Gujarathi ..

DIRECTORY.

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
<i>Rs. 300, inclusive.</i>		<i>Yrs. m. d.</i>		<i>Rs. a. p.</i>	
English and None ..		23 3 14	Curator, Government Central Book Depôt.	300 0 0	
English, Urdu, and a little of Sanskrit.	Matriculated 1860.	14 3 22	Head Master, High School, Kattywar.	300 0 0	From Kattywar Educational Fund.
English, Sindhi, Hindustani, and a little of Latin, Sanskrit and Persian.	B. A. 1865..	10 3 15	Acting Head Master, High School, Hyderabad.	300 0 0	
English, Sanskrit, and Gujarathi.	B. A. 1866..	9 2 2	Head Master, Dhulis High School.	300 0 0	
English, Hindustani, and a little of Sanskrit and Persian.	B. A. 1867..	7 8 0	Acting Deputy Educational Inspector, Kurrachee.	300 0 0	
Marathi, a little Hindustani, Gujarathi, French and Italian.	None ..	5 0 0	Head Mistress, Female Normal School, Poona.	300 0 0	
None ..	None ..	30 8 0	Head Assistant, Director of Public Instruction.	290 0 0	Rs. 40 from Daxina Fund.
English, Marathi, and a little of Sanskrit.	None ..	22 0 9	Deputy Educational Inspector, Kattywar, Sub-Division.	275 0 0	Paid from Kattywar Educational Fund.
English, Marathi, Latin, French, and a little of Persian.	M.A. 1868 ..	8 9 19	Head Master, Bhaunagar High School.	295 0 0	From Kattywar Educational Fund.
English ..	None ..	24 9 0	Head Master, High School, Broach.	350 0 0	
English and Canarese.	None ..	20 0 0	Nayadish of Mudhol in charge of Schools in the Mudhol State.	260 0 0	Paid from Mudhol State.
Latin, Greek, French, Arabic and Italian.	None ..	2 1 28	Acting Head Master, High School, Kurrachee.	250 0 0	Passed in Hindustani Lower Standard.
English and Marathi.	None ..	19 10 0	Deputy Educational Inspector, Dharwar.	210 0 0	Rs. 10 from the Miraj State.
English, and Latin.	B.A. 1867..	8 9 18	Deputy Educational Inspector, Poona Sub-Division.	210 0 0	Rs. 10 from the Miraj State.
English, Marathi, and a little of Hindustani, and Sanskrit.	None ..	25 5 0	Deputy Educational Inspector, Surat Sub-Division.	200 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
16	Rao Saheb Bal Pureshram Pandit.	41	Brahmin	.. Satara ..	.. Poona and Civil Engineering Colleges.	Marathi ..
17	Gopal Balwant Nene ..	38	Brahmin	.. Poona ..	.. Deccan College.	Marathi ..
18	Rao Saheb Vishnu Balkrishna Sohoni.	38	Brahmin	.. Chaul (Colaba).	.. Elphinstone and Poona Colleges	Marathi ..
19	Gopal Babaji Hirpatack ..	38	Brahmin	.. Poona ..	.. Poona Mission School.	Marathi ..
20	Robert Royal ..	37	Christian	.. Stow Bardolph, Norfolk.	.. Magdalen, Col-lege.	English ..
21	Ramchandra Govind Angal ..	33	Brahmin	.. Satara ..	.. Deccan College.	Marathi ..
22	Sorabji Pestonji Kika ..	31	Parsi ..	.. Bombay ..	.. Elphinstone High School.	Gujarathi ..
23	Shivaram Bapuji Paranjpe ..	32	Brahmin	.. Kurar ..	.. Deccan College.	Marathi ..
24	Maneklal Goradhandas Ghandharis.	27	Vanis ..	.. Broach ..	.. Elphinstone Col-lege.	Gujarathi ..
25	Damodhar Bhikaji Jatar ..	32	Brahmin	.. Wai ..	.. Deccan College.	Marathi ..
26	R. V. A. Dhairyawan ..	31	Parbhu	.. Bombay ..	.. Civil Engineering College.	Marathi ..
27	Yeshwanth Vasudeva Athale.	25	Brahmin	.. Ratnagiri ..	.. Ratnagiri High School.	Marathi ..
28	Sadik Ali F. Mirza ..	27	Mahomedan Mogal.	.. Hyderabad ..	.. Elphinstone Col-lege.	Persian and Sindhi.
29	Miss L. R. Collett ..	28	Christian	.. Bombay ..	.. Edinburgh ..	English ..
30	Dorabji Edalji Gini ..	38	Parsi ..	.. Bombay ..	.. Elphinstone Col-lege.	Gujarathi ..
31	H. A. Curtis ..	23	Christian	.. Surat ..	.. Christ's Hospital, London.	English ..
32	Prannarayan Mayashankar Dixit.	47	Brahmin	.. Surat ..	.. Surat High School.	Gujarathi ..
33	Rao Saheb, Mahiram Shambunath Upadia.	46	Brahmin	.. Surat ..	.. Elphinstone Col-lege.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Sanskrit.	and None ..	16 3 20	Deputy Educational Inspector, Kolhapur State.	200 0 0	Rs. 175 from the Kolhapur and Rs. 25 from the Miraj States.
English, Sanskrit.	and Matriculated 1863.	15 10 0	Deputy Educational Inspector, Satara Sub-Division.	200 0 0	Rs. 25 from Jath State.
English, Sanskrit.	and Matriculated 1859.	14 9 21	Deputy Educational Inspector, Khandesh Sub-Division.	200 0 0	A portion of this service was spent in the Indore English School, supported by His Highness the Maharaja of Indore.
English, Hindustani, (colloquial).	Matriculated 1864.	10 1 12	Head Master, High School, Ahmednagar.	200 0 0	
Hindustani and Marathi.	and None ..	9 11 4	Superintendent, Mechanical branch of the Poona Civil Engineering College.	200 0 0	
Gujarathi and English.	B. A. 1868 ..	9 6 0	Head Master, High School, Junagarh.	200 0 0	From Kattywar Educational Fund.
English, Marathi and Hindustani.	and None ..	8 11 17	Head Master, English School, Aden.	200 0 0	
English and Sanskrit.	B.A. 1866 ..	8 6 5	Head Master Sub protens. Nasik High School.	200 0 0	
English and Latin.	F.E.A. 1866.	7 7 21	Tutor to His Highness the Maharaja of Edar.	200 0 0	From Edar State.
English and a little of Latin and Sanskrit.	B.A. 1869 ..	5 10 24	Acting Head Master, Satara High School.	200 0 0	
English ..	and None ..	4 7 14	Drawing Master, Poona Civil Engineering College.	200 0 0	
English and Sanskrit.	M.A. 1872...	4 0 0	Tutor to His Highness the Maharaja of Kolhapur.	200 0 0	Paid from Kolhapur State.
English, Arabic and Hindustani.	B.A. 1872..	2 8 0	Anglo Sindhi Translator, Educational Department.	200 0 0	
French and German.	and None ..	0 5 0	Lady Superintendent, Female Training College, Ahmedabad.	200 0 0	
English and Latin.	B.A. 1867 ..	3 7 21	Acting Head Master, Nariad, High School.	190 0 0	
Greek and Latin	and None ..	4 1 8	Special Teacher for English, Ahmedabad High School.	180 0 0	
English, and a little of Marathi.	and None ..	24 5 24	Head Master, 1st Grade Anglo-Vernacular School, Bhaunagar.	175 0 0	Rs. 125 from the Kattywar Educational Fund.
English, Marathi, Urdu, and a little Sanskrit and Persian.	and None ..	24 0 24	Deputy Educational Inspector, Ahmedabad Sub-Division.	175 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where Educated	Vernacular.
1	2	3	4	5	6	7
34	Rao Sahab Shrikrishna Shastri Talekar.	45	Brahmin	Bombay	Poona College	Marathi
35	Rao Sahab Abaji Vishnu Kathavate.	29	Brahmin	Wai	Deccan College	Marathi
36	Patechand Udhandas Vasanani.	21	Amil	Hyderabad	Elphinstone College	Sindhi
37	Javachram Satyachram Hora	45	Brahmin	Surat	Surat High School.	Gujarathi
38	Manishankar Beiramji Lawyer.	46	Parsi	Do.	Elphinstone College.	Do.
39	Rao Sahab Pribdas Anand-rani Ramchandran.	43	Amil	Hyderabad	Hyderabad Mission School.	Sindhi
40	Rao Sahab Motiram Rajaram Vakil.	41	Vania	Surat	Elphinstone College.	Gujarathi
41	Krishnarao Bhikaji Gokhle.	37	Brahmin	Miraj	Deccan College.	Marathi
42	Krushnalal Govindas Meheta.	30	Kayast	Surat	Surat High School.	Gujarathi
43	Ramakant Krishna Bhende.	34	Goud Brahmin.	Poona	Poona College.	Marathi
44	Bhujangrao Krishna Hailgole.	43	Brahmin	Hailgole, Dharwar.	Elphinstone and Deccan Colleges.	Canarese
45	Rao Sahab Ramchandra Annaji Savanur.	29	Brahmin	Belgaum	Belgaum High School.	Canarese
46	Narayan Vinayek Sath.	31	Brahmin	Poona	Deccan College.	Marathi
47	Syed Abdul Fatta Moulvi	35	Mahomedan	Nasik	Surat and Bombay.	Hindustani.
48	Naro Govind Datar	33	Brahmin	Harnai	Poona Civil Engineering College.	Marathi
49	Dayabhai Motiram Jaghirdar	27	Vania	Surat	Elphinstone College.	Gujarathi
50	Gopal Venkaji Kabe.	26	Brahmin	Belgaum	Elphinstone College.	Marathi
51	Tapidas Dyaram Meheta	26	Vania	Surat	Elphinstone College.	Gujarathi
52	Ghelabhai Maniklal Laivale.	30	Vania	Surat	Elphinstone College.	Gujarathi
53	E. H. Aitken.	24	Christian	Satara	Deccan College.	English
54	Sabajirao Chintamon Chintnis.	26	Goud Brahmin.	Sawant Wari	Elphinstone College.	Marathi
55	Anant Narayan Pathak	25	Brahmin	Akola	Deccan College.	Marathi
56	Ganesh Paudurang Thekar.	25	Brahmin	Poona	Deccan College.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
English and Sanskrit.	None	Yrs. m. d. 23 5 0	Deputy Educational Inspector, Ahmednagar Sub-Division.	Rs. s. p. 175 0 0	Three years of this service were spent in the Sirdar's School at Belgaum; paid from the Sirdar's Fund.
English and Sanskrit.	B.A. 1868	5 8 26	Deputy Educational Inspector, Tanna Sub-Division.	175 0 0	
English, Persian and Hindustani.	B.A. 1874	0 5 20	Head Master, High School Shikarpur.	160 0 0	
English and a little Marathi.	None	24 9 0	Deputy Educational Inspector, Mahi Kanta and Palanpur Sub-Division.	150 0 0	From Mahi Kanta and Palanpur Funds.
English	None	23 4 0	Head Master, Fort Branch School, Bombay.	150 0 0	
English, Persian and Hindustani.	None	16 3 0	Deputy Educational Inspector, Hyderabad Sub-Division.	150 0 0	
English and a little of Urdu.	None	15 8 20	Deputy Educational Inspector, Kaira Sub-Division.	150 0 0	
English, Sanskrit and Hindustani.	Matriculated 1863.	12 10 0	Tutor to the Chief of Kagal.	150 0 0	From the Kagal State.
English	Matriculated 1865.	12 1 0	Tutor to His Highness the Raja of Bára.	150 0 0	From Bára State.
English, Sanskrit, Hindustani, and Sindhi.	Matriculated 1860.	11 0 14	1st Assistant Master, Hyderabad High School.	150 0 0	
English and Marathi.	None	9 7 9	Principal, Training College, Dharwar.	150 0 0	
English, Marathi and a little of Hindustani.	Matriculated 1866.	8 8 20	Deputy Educational Inspector, Kalédgi.	150 0 0	
English, Sanskrit and Gujarathi.	B. A. 1866.	7 11 18	1st Assistant Master, Poona High School.	150 0 0	
English, Arabic, Persian, Marathi, and Gujarathi.	None	7 7 8	Persian Teacher in Elphinstone High School.	150 0 0	
English, Canarese and Gujarathi.	F. C. E. 1855.	6 2 11	Head Master, Engineering School, Hyderabad.	150 0 0	
English and Latin.	B. A. 1869.	5 9 28	Acting 1st Assistant Master Ahmedabad High School.	150 0 0	
English, Canarese and Sanskrit.	B. A. 1871.	5 8 22	Tutor to the Raja of Jowar.	150 0 0	From Jowar State
English and Sanskrit.	M. A. 1870.	5 7 13	1st Assistant Master, Kurrachee High School.	150 0 0	
English, Sanskrit, and a little of Marathi.	B. A. 1869.	5 0 27	Provisional 1st Assistant Master, Kattywar High School.	150 0 0	From Kattywar Educational Fund.
Latin	M. A. 1874.	4 10 0	Latin Reader, Deccan College.	150 0 0	From Dakshina Fund.
English, Sanskrit, and colloquial Hindustani.	B. A. 1869.	3 8 26	Deputy Educational Inspector, Ratnágiri Sub-Division.	150 0 0	
English, Sanskrit, and	F. E. A. 1869	3 8 4	Tutor to the Chief of Mudhol.	150 0 0	Paid from Mudhol State.
English, Sanskrit.	B. A. 1872.	2 13 0	Tutor to the Chief of Sāwant Wári.	150 0 0	Paid from Sāwant Wári State.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
<i>Class II. Rs. 100</i>						
57	Balkrishna Sakharan Mone.	45	Brahmin	Poona	Deccan and Civil Engineering Colleges.	Marathi
58	Rao Sahab Pandurang Venkatesh Chintaman Potkar.	25	Brahmin	Poona	Deccan College	Canarese
59	Narayan Krishna Gokhle	41	Brahmin	Rájapur	Deccan College	Marathi
60	Hari Bhagvat Kedhkar	33	Brahmin	Satara	Elphinstone College.	Marathi
61	Laxuman Vishnu Paranjpe.	25	Brahmin	Poona	Poona Normal School.	Marathi
62	Gulam Ali Ibrahim	30	Mahomedan	Kurrachee	Elphinstone College.	Sindhi
63	Jamsetji Cursetji Dubash	31	Parsi	Surat	Elphinstone College.	Gujarathi
64	Valabram Vajiram Mehta	26	Brahmin	Surat	Elphinstone College and Surat High School.	Gujarathi
65	Edalji Dorabji Talati	26	Parsi	Surat	Elphinstone College.	Gujarathi
66	Ramechandra Ganesh Naik	48	Goud Brahmin	Bassein	Elphinstone Institution.	Marathi
67	Navalram Laximiram Pandya.	39	Brahmin	Surat	Surat High School.	Gujarathi
68	Miah Mahomed Makhdum	43	Mahomedan	Malári	Kurrachee Normal School.	Sindhi
69	Vinayek Krishna Ghore	36	Brahmin	Poona	Deccan College	Marathi
70	Rao Sahab Gopalji Gulabhai Desai.	37	Brahmin	Surat	Surat High School.	Gujarathi
71	Govind Keshava Sabday	35	Brahmin	Poona	Elphinstone College.	Marathi
72	Bhasker Balkrishna Limaye.	33	Brahmin	Pen (Colaba)	Elphinstone College.	Marathi
73	Dwarkanath Narayan Rande.	32	Parbhu	Ratnágiri	Deccan College	Marathi
74	Balsaji Bapuji Sane	32	Brahmin	Palgañ (Ratnágiri).	Elphinstone College.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
<i>and below Rs. 150.</i>					
English, Sanskrit and Canarese.	None ..	11 3 0	Deputy Educational Inspector, Sangli.	140 0 0	Paid from the Sangli State.
English, Sanskrit and Marathi.	B.A. 1874 ..	3 0 11	Acting Canarese Translator, Educational Department.	140 0 0	Acting for Mr. V. R. Katti on leave.
English ..	Matriculated 1864.	15 2 11	Head Master, Jagannath Sankarsetti's 1st Grade Anglo-Vernacular School, Bombay.	130 0 0	
English and Hindustani.	B.A. 1863 ..	11 6 7	1st Assistant Master, (Marathi side,) Elphinstone High School.	130 0 0	
English, Hindustani, Sindhi, Gujarathi, and Sanskrit.	Matriculated 1866.	9 11 0	Head Master, Anglo-Vernacular School, Hyderabad.	130 0 0	
English, Hindustani, Latin and Persian.	Matriculated 1865.	7 8 0	Head Master, Normal School, Hyderabad.	130 0 0	
English and Latin.	B.A. 1867 ..	7 3 1	Head Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	130 0 0	
English and Latin.	F.E.A. 1869.	4 4 16	Acting 1st Assistant, Surat High School.	130 0 0	
English, Latin and Zend.	B.A. 1869 ..	4 3 10	1st Assistant Master, Elphinstone High School, (Gujarathi side).	130 0 0	
English, Hindustani, Gujarathi and Sindhi.	None ..	27 1 0	Head Master, English School, Sholapur.	125 0 0	
English, Marathi, and a little of Sanskrit.	None ..	21 1 0	Vice Principal, Ahmedabad Training College.	125 0 0	
Persian and Urdu.	None ..	20 0 0	Deputy Educational Inspector, Shikarpur Sub-Division.	125 0 0	
English and Sanskrit.	Matriculated 1862 ..	15 11 19	Head Master, 1st Grade Anglo-Vernacular School, No. 1, Poona City.	125 0 0	
English ..	None ..	13 6 0	Deputy Educational Inspector, Broach Sub-Division.	125 0 0	
Sanskrit ..	Matriculated 1863.	11 11 20	Head Master, Tanna English School.	125 0 0	
English, Canarese, Urdu, and a little of Sanskrit.	Matriculated 1861.	11 11 15	Deputy Educational Inspector, Nasik Sub-Division.	125 0 0	
English ..	Matriculated 1863.	10 0 9	Tutor to the Sar Lascar Bahadoor, Kolhapur.	125 0 0	Paid from Sar Lascar Jahagir.
English ..	B.A. 1868, L.C.E. 1872.	9 6 13	Assistant Professor of Mathematics, Poona Civil Engineering College.	125 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
75	Jhamatnal Narumal ..	28	Hindi Lohana.	Hyderabad ..	Elphinstone and Deccan Colleges.	Sindhi ..
76	Motilal Ranchodas Sabarwal.	29	Vania ..	Nariad ..	Nariad and Surat High Schools.	Gujarathi ..
77	Ganpat Vankatesh Limaye ..	26	Brahmin	Belgaum ..	Deccan College ..	Marathi ..
78	Narayan Balal Limaye ..	44	Brahmin	Malgund (Ratnagiri.)	Elphinstone College.	Marathi ..
79	Trimbak Narayan Kirtani ..	33	Brahmin	Rajuri (Poona Zillah.)	Elphinstone College.	Marathi ..
80	Hargovindas Kantavala.	32	Vania ..	Umreth ..	Ahmedabad High School.	Gujarathi ..
81	Palanji Ardaser Mistri ..	33	Parsi ..	Bombay ..	Elphinstone College.	Gujarathi ..
82	Janardan Balaji Modak ..	29	Brahmin	Panchanadi ..	Deccan College ..	Marathi ..
83	Gopal Moreshwar Sathe ..	28	Brahmin	Shidani (Poona).	Elphinstone College.	Marathi ..
84	Kashew Waman Kirtane ..	25	Brahmin	Poona ..	Deccan College ..	Marathi ..
85	Navanidlal G. Javheri ..	27	Vania ..	Broach ..	Elphinstone College.	Gujarathi ..
86	Govind Balwant Patwardhan.	33	Brahmin	Poona ..	Deccan College ..	Marathi ..
87	Byramji Framji Patel ..	26	Parsi ..	Bombay ..	Elphinstone College.	Gujarathi ..
88	Lalibhai Rupram Tarwadi ..	49	Brahmin	Umreth (Kaira).	Surat and Ahmedabad High Schools.	Gujarathi ..
89	Pragji Valabram Naik ..	41	Brahmin	Katorgaon (Surat).	Surat School.	High Gujarathi ..
90	Narharam Narbheram Munshi.	43	Brahmin	Surat ..	Surat School.	High Gujarathi ..
91	Krishnaji Pandurang Godbole.	45	Brahmin	Wai (Satara) ..	Poona Normal School.	Marathi ..
92	Krishnaji Lakshuman Datar.	41	Brahmin	Tasgaon ..	Poona Training College.	Marathi ..
93	Parashram Balkrishna Godbole.	39	Brahmin	Pawas (Ratnagiri).	Deccan College ..	Marathi ..
94	Rowji Sadashiva Godbole ..	39	Brahmin	Wai ..	Deccan College ..	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Hindustani, a little of Persian and Sanskrit.	Matriculated 1866.	6 6 16	1st Assistant Master, Shikarpur High School.	125 0 0	
English	Matriculated 1864.	5 5 0	Head Master, 1st Grade Anglo-Vernacular School, Nawanagar.	125 0 0	From Kattywar Educational Fund.
English, Sanskrit, and Canarese.	B.A. 1872 ..	3 4 5	1st Assistant Master, (Marathi side), Belgaum High School.	125 0 0	
English and Gujarathi.	None ..	22 5 0	Vice-Principal, Poona Training College.	120 0 0	
English and Canarese.	Matriculated 1861.	12 11 0	Head Master, English School, Kaladgi.	120 0 0	
English and a little of Sanskrit and Hindustani.	Matriculated 1866.	9 9 11	Principal Training College, Rajkote.	120 0 0	From Kattywar Educational Fund.
English	F.E.A. 1864.	9 7 10	2nd Assistant Master, (Gujarathi side), Elphinstone High School.	120 0 0	
English, Sanskrit and colloquial Canarese.	B.A. 1871 ..	6 1 9	Substantive pro tem. 1st Assistant Master, Ratnagiri High School.	120 0 0	
English and Sanskrit.	B.A. 1873 ..	5 10 15	1st Assistant Master, High School, Dhulia.	120 0 0	
English and Sanskrit.	B.A. 1871 ..	3 7 14	Acting Sanskrit Teacher, Elphinstone High School.	120 0 0	
English and a little of Marathi.	F.E.A. 1868.	4 9 8	1st Assistant Master, Rajkumar College, Kattywar.	115 0 0	From Rajkumar College Fund.
English and Sanskrit.	Matriculated 1869.	11 6 28	Head Master, 1st Grade Anglo-Vernacular School, Kalian.	110 0 0	
English and Latin.	B.A. 1869 ..	3 9 16	3rd Assistant Master, Gujarathi side, Elphinstone High School.	105 0 0	
A little English, Marathi, and Sanskrit.	None ..	27 8 10	Assist. Deputy Educational Inspector, Rewa Kanta & Panch Mahals Sub-Divisions.	104 2 8	Rs. 54-2-8 from Rewa Kanta and Baria Funds.
English	None ..	22 9 23	Sub-Deputy Educational Inspector, Gohilwar Prant, Kattywar.	100 0 0	From Kattywar Educational Fund.
English	None ..	21 11 5	Head Master, No. 2, Haripura Branch School, Surat.	100 0 0	
English, Sanskrit, and Sindhi.	None ..	20 0 13	Head Master, 1st Grade Anglo-Vernacular School, Phansawdy, Bombay.	100 0 0	
English and Sanskrit.	None ..	19 4 21	Head Master, 1st Grade Anglo-Vernacular School, Dhulia.	100 0 0	
English, Canarese, and Sanskrit.	None ..	19 4 19	Head Master, 1st Grade Anglo-Vernacular School, Belgaum.	100 0 0	
English and Sanskrit.	None ..	17 9 0	Secretary and Reviser, Dakshina Prize Committee.	100 0 0	Paid from Dakshina Fund.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
95	Rao Saheb Waman Krishna Agarkhar.	37	Brahmin	.. Tembu	.. Deccan College	Marathi ..
96	Manidharprasad Tapiprasad Desai.	32	Brahmin	.. Surat ..	.. Surat High School.	Gujarathi ..
97	Ratanram Jayanand Vakil..	37	Brahmin	.. Surat ..	.. Elphinstone College.	Gujarathi ..
98	Dowlatram Maniram Bha- choch.	32	Brahmin	.. Ahmedabad	.. Ahmedabad High School.	Gujarathi ..
99	Rattilal Chotamlal Desai ..	28	Brahmin	.. Bhaunagar	.. Surat High School.	Gujarathi ..
100	Balnarayan Govarinarayan Dixit.	34	Brahmin	.. Surat ..	.. Elphinstone College.	Gujarathi ..
101	Ganpatram Gowrishankar Shastri.	29	Brahmin	.. Surat ..	.. Surat High School.	Gujarathi ..
102	Narayan Krishna Golay ..	33	Brahmin	.. Poona ..	.. Poona College	Marathi ..
103	Manilal Govindram Desai ..	30	Brahmin	.. Bhaunagar	.. Elphinstone College.	Gujarathi ..
104	Bhaskar Dhondeo Gokhale..	32	Brahmin	.. Talekhajum (Ratnagiri.)	Belgaum High School.	Marathi ..
105	Shripat Vajjanath Bhatkande	33	Brahmin	.. Shirhatti (Sangli State).	Belgaum High School.	Marathi ..
106	Chitaram Amatrai ..	34	Hindu (Amil).	Hyderabad	.. Hyderabad High School.	Sindhi ..
107	Waman Prabhakar Sarin- jame.	33	Brahmin	.. Poona ..	.. Deccan College	Marathi ..
108	K. M. Raghavendrarao ..	33	Saraswat Brahmin.	Mangalore	.. Mangalore School.	Konkny ..
109	Shrinivas Ramchandra Savadi.	29	Brahmin	.. Belgaum	.. Belgaum High School.	Canarese ..
110	Revashankar T. Dave ..	30	Brahmin	.. Surat ..	.. Elphinstone College.	Gujarathi ..
111	Bomanji Sorabji Settna ..	36	Parai ..	.. Bombay..	.. Elphinstone High School and College	Gujarathi ..
112	Krishnaji Narayen Patankar.	33	Brahmin	.. Karad ..	.. Deccan College.	Marathi ..
113	Rao Saheb Ramchandra Vinayek Bhanup.	27	Brahmin	.. Poona ..	.. Poona High School & Free General Assembly's College, Bombay.	Marathi ..
114	Vasumal ..	38	Hindu Amil.	Hyderabad	.. Hyderabad High School.	Sindhi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	None ..	16 9 10	Deputy Educational Inspector, Sholapur.	100 0 0	
English ..	Matriculated 1863.	16 4 18	Head Master, Branch School No. 1, Surat.	100 0 0	
English and a little of Marathi and Hindustani.	Matriculated 1864.	13 8 10	4th Assistant Master, (Gujarathi side,) Elphinstone High School.	100 0 0	
English ..	Matriculated 1865.	12 8 0	Sub-Deputy Educational Inspector, Sorath Prant, Kattywar.	100 0 0	From Kattywar Educational Fund.
English ..	None ..	11 10 0	Tutor to His Highness the young Thakur of Bhanagar.	100 0 0	Paid from the Bhanagar State.
English ..	Matriculated 1862.	11 10 0	Acting Head Master, Branch School No. 1, Ahmedabad.	100 0 0	
English, Sanskrit and Urdu.	None ..	10 10 14	Assistant Deputy Educational Inspector, Southern Surat.	100 0 0	
None ..	None ..	10 9 22	1st Clerk and Accountant Director of Public Instruction Office.	100 0 0	
English ..	Matriculated 1863.	10 6 19	1st Assistant Master, Bhanagar High School.	100 0 0	Paid from Kattywar Educational Fund.
English and Canarese.	Matriculated 1867.	10 5 0	Head Master, English School, Dharwar.	100 0 0	
English and Canarese.	Matriculated 1864.	10 3 18	Head Master, English School, Kumpia.	100 0 0	
English, Persian, and Hindustani.	None ..	10 3 0	Head Master, Anglo-Vernacular School, Sakkar.	100 0 0	
English and Sanskrit.	Matriculated 1862.	9 6 0	Head Master, Anglo-Vernacular School, Shapur.	100 0 0	From Sangli State.
English, Canarese, and Hindustani.	Matriculated at Madras 1868.	9 1 4	Head Master, English School, Karwar.	100 0 0	
English and Marathi.	Matriculated 1866.	8 8 0	Vice-Principal, Training College, Dharwar.	100 0 0	
English and a little of Latin.	F.E.A. 1865.	8 4 14	2nd Assistant Master, Surat High School.	100 0 0	
English ..	Matriculated 1861.	8 4 5	Head Master, 1st Grade Anglo-Vernacular School, Camp Poona.	100 0 0	
English ..	Matriculated 1863.	8 3 8	Head Master, English School, Kolhapur.	100 0 0	Paid from the Kolhapur State
English, Canarese, Latin, & a little of Sanskrit.	Matriculated 1865.	7 9 0	Deputy Educational Inspector, Kanara.	100 0 0	
English, Persian and Hindustani.	Matriculated 1867.	7 7 29	Tutor to the Mirsat Mirpukhoss.	100 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
115	Dwarkanath Baghoba Tar- khadkar.	30	Vyas ..	.. Poona ..	.. Deccan College ..	Marathi ..
116	Chaturbhai Lalchand ..	27	Brahmin	.. Tata ..	.. Elphinstone Col- lege.	.. Sindhi ..
117	Narhar Parshotam Tilak ..	29	Brahmin	.. Poona ..	.. Deccan College ..	Marathi ..
118	Balaji Prabhakar Modak ..	25	Brahmin	.. Trimbak nāgiri).	(Rat-Deccan College ..	Marathi ..
119	Sangappa Mallappa Ankhe ..	26	Jain ..	.. Belgaum ..	.. Belgaum High School.	.. Canarese ..
120	Nowroji Rastanji Mama ..	25	Parsi ..	.. Bombay ..	.. Elphinstone High School.	.. Gujarathi ..
121	Mathuradas Amrutlal Vasu- vada.	27	Brahmin	.. Junagarh ..	.. Elphinstone Col- lege.	.. Gujarathi ..
122	Kashinath Narayan Bhan- gaumkar.	25	Brahmin	.. Nandurbār ..	.. Elphinstone Col- lege.	.. Marathi ..
123	Chabilaram Dowlatram Dixit.	25	Brahmin	.. Surat ..	.. Elphinstone Col- lege.	.. Gujarathi ..
124	Laxuman Shivram Kolatkar	25	Brahmin	.. Poona ..	.. Deccan College ..	Marathi ..
125	Hiralal Narotamdas Dalal ..	28	Vania ..	.. Surat ..	.. Surat High School.	.. Gujarathi ..
126	Gopal Anant Bhat ..	25	Brahmin	.. Poona ..	.. Deccan College ..	Marathi ..
127	Narayan Balkrishna Godbole	25	Brahmin	.. Chank ..	.. Elphinstone Col- lege.	.. Marathi ..
128	Mrs. H. P. Costello ..	31	Christian	.. Kurrachee ..	.. European and English Indo-Euro- pean School, Kurrachee.	..
129	Vishnu Krishna Chiplunkar.	25	Brahmin	.. Poona ..	.. Deccan College ..	Marathi ..
130	Kashow Vishwanath Patwar- dhan.	26	Brahmin	.. Rājāpur ..	.. Elphinstone Col- lege.	.. Marathi ..
131	Kashinath Narayan Sane ..	24	Brahmin	.. Dahann ..	.. Deccan College ..	Marathi ..
132	Mahomed Abdula ..	31	Mahomedan	.. Calcutta ..	.. Calcutta and Madras ..	Hindustani ..
133	Prabhakar Gangadhar Bhide	27	Brahmin	.. Mhole (Ratnā- giri)	.. Poona Civil Engineering College.	.. Marathi ..
134	Vithal Ramkrishna Maha- salkar.	24	Brahmin	.. Mahālisā (Sāngli State.)	.. Deccan College ..	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
English, Latin and Sanskrit.	F.E.A. 1865.	7 4 21	2nd Assistant Master, (Marathi side,) Elphinstone High School.	100 0 0	
English and a little of Sanskrit and Persian.	Matriculated 1866.	7 3 17	Head Master, Anglo-Vernacular School, Kurrachee.	100 0 0	
English and Sanskrit.	F.E.A. 1867.	7 1 12	1st Assistant Master, Násik High School.	100 0 0	
English, Sanskrit and Canarese colloquial.	F.E.A. 1868.	6 3 16	1st Assistant Master, Rájaram High School, Kolhápúr.	100 0 0	Paid from Kolhápúr State.
English and Marathi.	Matriculated 1869.	5 9 0	Head Master, English School Hubli.	100 0 0	
English, Marathi and Hindustani colloquial.	None ..	5 8 2	1st Assistant Master, Aden English School.	100 0 0	
English and Sanskrit.	Matriculated 1868.	4 9 0	Probationer 1st Assistant Master, High School, Junágarh.	100 0 0	Paid from Kattywar Educational Fund.
English, Sanskrit and a little of Canarese.	F.E.A. 1869.	4 8 18	Pro tem. 1st Assistant Master, 1st Grade Anglo-Vernacular School, Kallan.	100 0 0	
English and Sanskrit.	F.E.A. 1868.	4 5 0	1st Assistant Master, Broach High School.	100 0 0	
English and Sanskrit.	B.A. 1871 ..	4 4 26	1st Assistant Master, Satara High School.	100 0 0	
English and Latin.	B.A. 1873 ..	4 4 15	Head Master 1st Grade Anglo-Vernacular School, Buisar.	100 0 0	
English and Sanskrit.	B.A. 1870 ..	4 4 0	1st Assistant Master, English School, Sholapur.	100 0 0	
English and Sanskrit.	B.A. 1874 ..	4 3 22	1st Assistant Master, Ahmednagar High School.	100 0 0	
Hindustani and Sindhi.	None ..	3 6 12	Lady Superintendent, Female Normal School, Hyderabad.	100 0 0	
English and Sanskrit.	B.A. 1872 ..	2 7 24	Acting 2nd Assistant Master, Poona High School.	100 0 0	
English and Sanskrit.	B.A. 1873 ..	2 7 18	Sub pro tem. Head Master 1st Grade Anglo-Vernacular School, Ahmednagar.	100 0 0	
English and Sanskrit.	B.A. 1872 ..	2 1 23	Substantive pro tem. 2nd Assistant Master, Ratnágiri High School.	100 0 0	
English, Persian and Arabic.	Matriculated Calcutta University	2 0 0	Munshi Rájikumar College ..	100 0 0	From Rájikumar College Fund.
English ..	L.C.E. 1873.	1 10 0	Head Vernacular Teacher, Poona Civil Engineering College.	100 0 0	
English, Sanskrit and a little of Canarese.	B.A. 1873 ..	1 4 25	1st Assistant Master, Dharwar High School.	100 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
135	Motichand Udaji Sheth ..	22	Vania ..	Rajkote ..	Elphinstone College.	Gujarathi ..
136	Miss Rosa Morris ..	26	Christian ..	London ..	London ..	English ..
<i>Class III., Rs. 75</i>						
137	Sakharam Ramchandra Kiroshkar ..	23	Brahmin ..	Kolhapur ..	Deccan College ..	Marathi ..
138	Pestonji Kavasji Sanjana ..	31	Parsi ..	Bombay ..	Elphinstone College.	Gujarathi ..
139	Kesheva Vinayak Dhairyanwan ..	33	Parbhu ..	Bombay ..	Elphinstone College.	Marathi ..
140	Bhimacharya Zelakiker ..	39	Brahmin ..	Zelaki in Carnatic.	Nargund and Poona Schools.	Canarese ..
141	Maganbhai Kasturchand Vinavala ..	27	Sharavak ..	Surat ..	Elphinstone College.	Gujarathi ..
142	Jagjiwandas Bhawanishankar Kapadia ..	26	Kshatriya ..	Surat ..	Elphinstone College.	Gujarathi ..
143	Lalubhai Pranvalabdas Parekh ..	25	Vania ..	Nariad ..	Elphinstone College.	Gujarathi ..
144	Damodar Govind Garpure ..	24	Brahmin ..	Miraj ..	Deccan College ..	Marathi ..
145	Appaji Baburao Divekar ..	37	Goud Brahmin.	Dharwar ..	Dr. Wilson's College, Bombay.	Marathi ..
146	Rampkrishna Deoshankar Bhat ..	32	Brahmin ..	Mota (Surat) ..	Elphinstone High School and College.	Gujarathi ..
147	Sadashiva Balkrishna Bhate ..	28	Brahmin ..	Moregal ..	Elphinstone College.	Marathi ..
148	Rewashankar B. Dholakia ..	27	Brahmin ..	Junagarh ..	Elphinstone High School.	Gujarathi ..
149	Kondandas Amulrai ..	27	Bhatia ..	Khairpur ..	Kurrachee Mission School.	Sindhi ..
150	Bolakidas Javehardas ..	40	Hindu Madhuchanchi.	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..
151	Mansukram Narsidas Parekh ..	44	Vania ..	Nariad ..	Elphinstone College.	Gujarathi ..
152	Shantaram Mangesh Dhume ..	41	Goud Brahmin.	Bombay ..	Elphinstone High School.	Marathi ..
153	Udharam Bhojraj ..	27	Amil ..	Rohri ..	Sakkhar Anglo-Vernacular School.	Sindhi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English and Sanskrit.	F.E.A. 1874.	0 11 8	1st Assistant Master, Nariad High School.	100 0 0	
Little of Marathi and French.	None ..	0 2 8	Assistant Mistress, Female Normal School, Poona.	100 0 0	
<i>and below Rs. 100.</i>					
English, Latin and Sanskrit.	B.A. 1872 ..	1 4 20	Acting 2nd Assistant Master, (Marathi side) Elphinstone High School.	95 0 0	
English ..	Matriculated 1863.	11 2 15	5th Assistant Master, (Gujarathi side) Elphinstone High School.	90 0 0	
English and Latin.	F.E.A. 1864.	8 9 24	4th Assistant Master, (Marathi side) Elphinstone High School.	90 0 0	
Sanskrit, Marathi and Gujarathi.	None ..	7 8 10	Sanskrit Teacher, Elphinstone College, Bombay.	90 0 0	
English and Latin.	F.E.A. 1868.	5 1 26	14th Assistant Master, Ahmedabad High School.	90 0 0	
English and Sanskrit.	F.E.A. 1870.	4 5 0	3rd Assistant Master, Surat High School.	90 0 0	
English and Latin.	F.E.A. 1869.	4 4 21	Head Master, 1st Grade Anglo-Vernacular School, Kaira.	90 0 0	
English and Sanskrit.	B.A. 1872 ..	1 9 24	3rd Assistant Master, Poona High School.	90 0 0	
English and Canarese.	None ..	15 6 0	Acting Deputy Educational Inspector, Belgaum.	85 0 0	
English ..	Matriculated 1863.	10 9 28	6th Assistant Master (Gujarathi side), Elphinstone High School.	85 0 0	
English, Canarese, and Sanskrit.	F.E.A. 1873.	6 10 15	1st Assistant Master, 1st Grade Anglo-Vernacular School, Karwar.	85 0 0	
English and a little of Sanskrit.	Matriculated 1868.	4 11 7	Assistant Master, Rāj Kumar College, Kattywar.	85 0 0	From Rāj Kumar College Fund.
English, Persian and Urdu.	Matriculated 1869.	2 9 29	Head Master Anglo-Vernacular School, Tata.	82 0 0	Paid from Local Fund.
English and Sindhi.	None ..	20 6 10	Head Master, Anglo-Vernacular School, Umarkot.	81 0 0	Paid from Local Funds.
English ..	None ..	23 1 3	2nd Assistant Master, Nariad High School.	80 0 0	
English and Hindustani.	None ..	17 9 0	5th Assistant Master, (Marathi side), Elphinstone High School.	80 0 0	
English and Persian.	None ..	11 4 0	Head Master, Anglo-Vernacular School, Larkana.	80 0 0	Paid from Local Fund.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
154	Rastomji Ardaseer Daruwala	30	Parsi	Bombay ..	Elphinstone College.	Gujarathi ..
155	Jarachand Showkiram Adwani.	25	Amil	Hyderabad ..	Elphinstone College.	Sindhi ..
156	Shaik Hayat	31	Mahomedan ..	Poona	Free General Assembly's Institution, Bombay	Hindustani ..
157	Mirza Ismael	32	Mahomedan ..	Shiraz	Shiraz College, Persia.	Persian ..
158	Gulam Roza Fardun Beg ..	29	Mogal	Hyderabad ..	Elphinstone College.	Sindhi ..
159	Bhamshankar N. Dave ..	31	Brahmin ..	Surat	Elphinstone College and Surat High School.	Gujarathi ..
160	Balwant Ramchandra Sahasrabudhe.	27	Brahmin ..	Poona	Deccan College.	Marathi ..
161	Dulabhji D. Ved	25	Bhatia ..	Tankura (Rajkote).	Elphinstone College.	Gujarathi ..
162	Sitaram Bhagwant Sule ..	24	Prabhu ..	Ratnagiri ..	Elphinstone College.	Marathi ..
163	Wasodeo Bhikaji Karmarkar	46	Brahmin ..	Shirgaon (Ratnagiri.)	Normal School, Bombay.	Marathi ..
164	Naro Bhaskar Deodhar ..	41	Brahmin ..	Andhalgaon (Nagar).	Poona Training College.	Marathi ..
165	Fakirbhai Tuljaram Master	39	Vania ..	Surat	Surat High School.	Gujarathi ..
166	Narayan Damodhar Yogi ..	39	Brahmin ..	Mahad	Deccan College.	Marathi ..
167	Ishwarlal Vandravandas Shahu.	39	Vania ..	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..
168	Hariwalab Mulji Vijaya ..	36	Vania ..	Nariad	Ahmedabad Training College.	Gujarathi ..
169	Krishnaji Gopal Bhawe ..	34	Brahmin ..	Ratnagiri ..	Poona Training College.	Marathi ..
170	Anant Shastri Pendharkar ..	73	Brahmin ..	Pimpalwadi (Konkan.)	Saura School ..	Marathi ..
171	Nilkhanth Moreswar Sathe ..	36	Brahmin ..	Poona	Poona High School.	Marathi ..
172	Govind Tatya Dixit	32	Brahmin ..	Poona	Poona Mission School.	Marathi ..
173	Sansilal Girdharlal Dhru ..	31	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	Matriculated 1864.	8 9 0	Acting 7th Assistant Master, (Gujarathi side), Elphinstone High School.	80 0 0	
English, Persian Hindustani and a little of Arabic.	Matriculated 1896.	7 3 3	2nd Assistant Master High School, Hyderabad.	80 0 0	
English, Marathi, and Persian.	Matriculated 1865.	7 2 0	2nd Assistant Master, Dhulla High School.	80 0 0	
English, Arabic, and Hindustani.	None ..	4 9 0	Persian Teacher, Elphinstone High School.	80 0 0	
English, Hindustani, Arabic and Persian.	Matriculated 1867.	4 6 29	Persian Teacher, Hyderabad High School.	80 0 0	
English and Sanskrit.	F. E. A. 1865	4 4 18	4th Assistant Master, Surat High School.	80 0 0	
English and Sanskrit.	B. A. 1873.	3 9 28	Sub pro tem. 4th Assistant Master, Poona High School.	80 0 0	Acting for Mr. Ghate.
English and Sanskrit.	F. E. A. 1870.	3 9 10	2nd Assistant Master, Kattywar High School.	80 0 0	From Kattywar Educational Fund.
English and Sanskrit.	F. E. A. 1871.	3 8 4	3rd Assistant Master, Ratnagiri High School.	80 0 0	
English	None ..	26 6 0	Assistant Deputy Educational Inspector, Satara Sub-Division.	75 0 0	
English and a little Sanskrit.	None ..	20 11 0	Assistant Deputy Educational Inspector, Khandesh Sub-Division.	75 0 0	
English	None ..	19 0 10	Head Master Sir J. J. English School, Surat.	75 0 0	Paid from Parsi Panchayat Fund.
English	None ..	16 4 15	Head Clerk Educational Inspector Central Division.	75 0 0	
English and a little of Urdu.	Matriculated 1865.	16 4 9	Head Master, Talukdari School, Ahmedabad.	75 0 0	From Popular Contribution.
English and a little of Sanskrit and Marathi	None ..	16 4 0	Assistant Deputy Educational Inspector, Kaira and Ahmedabad.	75 0 0	
English	None ..	15 1 8	Head Master Training College, Kolhapur.	75 0 0	Paid from Kolhapur State.
Sanskrit	None ..	13 5 0	1st Assistant Sanskrit Teacher, Deccan College	75 0 0	
English and Sanskrit.	None ..	12 4 0	Assistant Deputy Educational Inspector, Poona Sub-Division.	75 0 0	
English	Matriculated 1868.	11 10 28	Head Master, 1st Grade Anglo-Vernacular School, Barshi.	75 0 0	
English	None ..	11 8 0	Sub-Deputy Educational Inspector, Northern Division, Kattywar.	75 0 0	From Kattywar Educational Fund.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
174	Dattu Nirsing Joahi ..	35	Brahmin ..	Janashi (Ratnagiri).	Free Church Institution, Bombay.	Marathi ..
175	Rowji Moreshwar Deekule..	31	Brahmin ..	Wai (Satara) ..	Poona High School.	Marathi ..
176	Gopaldas Khandash Parekh.	30	Vanis ..	Umreth ..	Elphinstone College.	Gujarathi ..
177	Trimback Gangadhar Khandedkar.	31	Brahmin ..	Poona ..	Deccan College.	Marathi ..
178	Krishnaji Parashram Gadgil.	26	Brahmin ..	Wai ..	Deccan College.	Marathi ..
179	Ganesham Nilkant Nadakarani.	29	Goud Brahmin.	Kumbhar Jawa (Goa).	Elphinstone College.	Marathi ..
180	Atmaram Vinayak Patkar ..	40	Goud Brahmin.	Bombay ..	Deccan College.	Marathi ..
181	Gopal Raghunath Mahiskar.	28	Brahmin ..	Soni (Tasgaon).	Poona Civil Engineering College.	Marathi ..
182	Waman Khanderow Vaidya..	26	Parbhu ..	Alibag ..	Elphinstone College.	Marathi ..
183	Dalpatram Vittaldas Dalal..	25	Vanis ..	Surat ..	Elphinstone College.	Gujarathi ..
184	Hari Krishna L. Dave ..	26	Brahmin ..	Surat ..	Elphinstone College.	Gujarathi ..
185	Ramechandra Janardhan Vaidya.	24	Brahmin ..	Ambere (Ratnagiri).	Elphinstone College.	Marathi ..
186	Nashirwanji Jamsetji Ratnagar.	26	Parsi ..	Surat ..	Elphinstone College.	Gujarathi ..
187	Rajaram Shastri Bodas ..	29	Brahmin ..	Benares ..	Benares School.	Marathi ..
188	Acharam Dalichant Shaha ..	33	Vanis ..	Ahmedabad ..	Rajkote English School.	Gujarathi ..
189	Jamsetji Fardunji Madan ..	26	Parsi ..	Bombay ..	Elphinstone College.	Gujarathi ..
190	Motilal Mohanlal Jhaveri ..	24	Vanis ..	Broach ..	Surat High School and Elphinstone College.	Gujarathi ..
191	Kashinath Chowhal	25	Kayast Parbhu	Kalian ..	Poona Civil Engineering College.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	Matriculated 1864.	9 9 27	6th Assistant Master, (Marathi side), Elphinstone High School.	75 0 0	
English ..	Matriculated 1866.	8 10 0	Teacher of Mathematics, Poona Training College.	75 0 0	
English, Marathi, Persian, Hindustani and Sanskrit.	B.A. 1867 ..	8 9 8	Deputy Educational Inspector, Gujarathi Schools, Bombay.	75 0 0	
English and Sanskrit.	Matriculated 1864.	7 6 0	Head Master, Jamkhandi English School.	75 0 0	From the Jamkhandi State.
English, Latin.	F.E.A. 1871.	7 3 12	5th Assistant Master, Poona High School.	75 0 0	
English, Gujarathi, and Sanskrit.	LL.B. 1869 ..	7 1 4	Deputy Educational Inspector, Marathi Schools, Bombay.	75 0 0	
English, and Gujarathi.	None ..	6 10 6	Assistant Reporter on the Native Press and Registrar of Native Publication.	75 0 0	Besides Registration fees.
English ..	Matriculated 1866.	6 1 11	Teacher, Junior Class, Poona Civil Engineering College.	75 0 0	
English, Latin and Hindustani.	Matriculated 1867.	5 9 7	Head Master 1st Grade Anglo-Vernacular School Malgaon.	75 0 0	
English, and Sanskrit.	F.E.A. 1869	4 4 20	5th Assistant Master, Surat High School.	75 0 0	
English, Sanskrit, and a little of Marathi.	Matriculated 1867.	4 2 10	2nd Assistant Master, Rāj-kumar College, Kattywar.	75 0 0	From Rāj-kumar College Fund.
English, Sanskrit and Canarese.	F.E.A. 1870.	4 2 5	English and Sanskrit Teacher, Belgaum School.	75 0 0	
English, Latin.	F.E.A. 1868.	3 10 24	Acting 8th Assistant Master, (Gujarathi side), Elphinstone High School.	75 0 0	
Sanskrit..	None ..	3 9 21	Sanskrit Teacher, Elphinstone College.	75 0 0	
English ..	None ..	3 4 0	Head Master, 1st Grade Anglo-Vernacular School, Morvi.	75 0 0	From Kattywar Educational Fund.
English, Latin.	F.E.A. 1868.	3 2 20	Head Master, Chandanwadi 1st Grade Anglo-Vernacular School, Bombay.	75 0 0	
English, Sanskrit.	Matriculated 1868.	2 9 14	2nd Assistant Master, Bhavnagar High School.	75 0 0	Paid from the Kattywar Educational Fund.
English ..	F.C.E. 1871.	2 2 20	Assistant Master, Engineering School, Hyderabad.	75 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
192	Damodhar Dinanath Bhat ..	24	Brahmin	.. Ahmed ..	.. Elphinstone Col-lege.	Gujarathi ..
193	Ganesh Venkatesh Joshi ..	23	Brahmin	.. Miraj ..	.. Elphinstone Col-lege.	Marathi ..
194	Nitchabal Morarji Desai ..	31	Brahmin	.. Surat ..	.. Elphinstone Col-lege.	Gujarathi ..
195	Ganesh Gopal Pandit ..	25	Brahmin	.. Belgaum ..	.. Elphinstone Col-lege.	Marathi ..
196	Dyrajram Vishwanath Vyas.	22	Brahmin	.. Surat ..	.. Elphinstone Col-lege.	Gujarathi ..
197	Malhar B. Balsari ..	22	Brahmin	.. Penn ..	.. Elphinstone Col-lege.	Marathi ..
<i>Class IV. Rs. 50</i>						
198	Vishnu Pandurang Kelkar ..	43	Brahmin	.. Kassarwell ..	.. Poona ..	.. Marathi ..
199	Gopal Rowji Mulay ..	35	Kaser ..	.. Ahmedabad ..	.. Poona College ..	.. Marathi ..
200	Anant Vinayak Shoni ..	33	Brahmin	.. Junnar ..	.. Poona Mission School.	.. Marathi ..
201	Ramchandra Bhikaji Gunji- kar.	31	Goud Brah- min.	.. Belgaum ..	.. Elphinstone Col-lege.	.. Marathi ..
202	Kesheva Shridhar Rege ..	29	Goud Brah- min.	.. Jamkhandi ..	.. Elphinstone Col-lege.	.. Marathi ..
203	Fardonji Bezanji Korani ..	29	Parsi ..	.. Bombay ..	.. Elphinstone Col-lege.	.. Gujarathi ..
204	Motinarayan Gaurinarayan Tarvadi.	28	Brahmin	.. Surat ..	.. Surat High School and Elphinstone College	.. Gujarathi ..
205	Chhelashankar Joshipora.	26	Brahmin	.. Gondal ..	.. Rajkote High School.	.. Gujarathi ..
206	Ramchandra Hanmant Bevar.	23	Brahmin	.. Athni Belgaum ..	.. Belgaum High School.	.. Canarese ..
207	Ganesh Janardhan Agashe..	23	Brahmin	.. Alandi ..	.. Deccan College ..	.. Marathi ..
208	Nandkrishnalal Ratanlal Majmudar.	20	Brahmin	.. Surat ..	.. Elphinstone Col-lege.	.. Gujarathi ..
209	Gunavantrao Madhavram Meheta.	22	Brahmin	.. Surat ..	.. Elphinstone Col-lege.	.. Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
English and Sanskrit.	F.E.A. 1870.	1 11 3	2nd Assistant Master, Broach High School.	75 0 0	
English and Sanskrit.	B. A. 1871.	1 6 29	2nd Assistant Master, Sub pro tem. Násik High School	75 0 0	
English and Latin.	F.E.A. 1868.	1 6 6	Probationary 5th Assistant Master, Ahmedabad High School.	75 0 0	
English and Sanskrit.	F.E.A. 1870.	0 10 11	4th Assistant Master, Ahmedabad High School.	75 0 0	
English and Sanskrit.	F.E.A. 1873.	0 9 6	Probationary 5th Assistant Master, Ahmedabad High School.	75 0 0	
English, Sanskrit and little Gujarathi.	F.E.A. 1873.	0 1 11	Probationary Sanskrit Teacher, Kattywar High School.	75 0 0	Paid from the Kattywar Educational Fund.
<i>and below Rs. 75.</i>					
English and Canarese.	None ..	11 9 20	Head Master, English School Gadak.	70 0 0	
English and Gujarathi.	None ..	10 1 1	2nd Clerk Director of Public Instruction's Office.	70 0 0	Served also in Judge's office Poona for 2-6-0
English ..	Matriculated 1864.	9 9 26	Head Master, 1st Grade Anglo-Vernacular School, Pandharpur.	70 0 0	
English, Sanskrit and Canarese.	Matriculated 1864.	8 8 24	7th Assistant Master, (Marathi side) Elphinstone High School.	70 0 0	
English and Sanskrit.	Matriculated 1865.	7 4 21	4th Assistant Master, Ratnagiri High School.	70 0 0	
English ..	Matriculated 1867.	7 1 8	Acting 6th Assistant Master, (Gujarathi side) Elphinstone High School.	70 0 0	
English and Latin.	Matriculated 1864.	6 1 27	Head Master, 1st Grade Anglo-Vernacular School, Viramgam.	70 0 0	
English ..	Matriculated 1868.	5 8 0	Head Master English School, Gondal.	70 0 0	From Kattywar Educational Fund
English and Marathi.	Matriculated 1871.	3 9 23	Sub pro tem Head Master, 1st Grade Anglo-Vernacular School Halial.	70 0 0	
English and Sanskrit.	B.A. 1874 ..	1 9 26	Acting 6th Assistant Master, Poona High School.	70 0 0	Acting for Mr. Sahasrabude.
English and Sanskrit.	F.E.A. 1874.	0 3 22	Probationary 6th Assistant Master, Surat High School.	70 0 0	
English and Sanskrit.	Matriculated 1869.	0 1 6	Probationary 3rd Assistant Master, High School Junagarh.	70 0 0	From Kattywar Educational Fund.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
210	Bhaishankar Jagjivan Joshi.	31	Brahmin	.. Ankleswar ..	Broach High School.	Gujarathi ..
211	Ramkrishna Chimanaji Bapat	33	Brahmin	.. Anjarli (Ratnagiri).	Deccan College.	Marathi ..
212	Daattatraya Bhagwant Deshpande.	29	Brahmin	.. Dhulia (Khandesh).	Dhulia High School.	Marathi ..
213	Vishwanath Dhonde Deodhar	36	Brahmin	.. Ratnagiri ..	Poona High School.	Marathi ..
214	Ganpat Mahadevrao Dhairyan.	28	Parbhu	.. Bombay ..	Elphinstone and Grant Medical Colleges.	Marathi ..
215	Damodhar Balkrishna Dhulekar.	26	Brahmin	.. Kukarvand ..	Deccan College.	Marathi ..
216	Shrinivas Konkera Rodda ..	25	Brahmin	.. Dharwar ..	Deccan College.	Canarese ..
217	Shrinivas Narsing Mudholkar.	26	Brahmin	.. Dhulia ..	Deccan College.	Marathi ..
218	Framji Rastomji Bilimoria ..	26	Parsi ..	.. Bilimoria ..	Sir J. J. School, Bombay.	Gujarathi ..
219	Shankar Ramchandra Hatvalne.	25	Brahmin	.. Poona ..	Deccan College.	Marathi ..
220	Manakji Dadabhoj Arjani ..	24	Parsi ..	.. Bombay ..	Elphinstone College.	Gujarathi ..
221	Bowji Balaji Karandikar ..	21	Brahmin	.. Dharwar ..	Deccan College.	Marathi ..
222	Tuljaram Somnath Joshi ..	57	Brahmin	.. Mota ..	Government School Bombay.	Gujarathi ..
223	Tripurashankar Manishankar Dave.	53	Brahmin	.. Surat ..	Surat High School.	Gujarathi ..
224	Fatechand Mahomed Abdula.	45	Mahomedan	.. Old Halla ..	Normal School, Kurrachee.	Sindhi ..
225	Gulabdas Dayaram Mehta ..	40	Vanis ..	.. Surat ..	Surat School and Training College.	Gujarathi ..
226	Vinayak Janardhan Gadre ..	36	Brahmin	.. Gubagar (Ratnagiri).	Ratnagiri School.	Marathi ..
227	Vithal Waman Godbole ..	37	Brahmin	.. Kalemagam ..	Poona Training College.	Marathi ..
228	Balaji Hari Datar ..	35	Brahmin	.. Poona ..	Poona Mission School.	Marathi ..
229	Ramchandra Kankar.	41	Brahmin	.. Tanna ..	Poona Normal School.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	.. None ..	9 6 0	Acting Head Master, Branch School, No. II., Ahmedabad	68 0 0	
English ..	.. Matriculated 1864.	10 7 12	7th Assistant Master, Poona High School.	65 0 0	
English and a little of Sanskrit.	.. Matriculated 1865.	10 7 9	3rd Assistant Master, High School, Dhulia.	65 0 0	The pay of the place is Rs. 70.
English ..	.. None ..	10 2 1	3rd Clerk Director of Public Instruction's Office.	65 0 0	Served also in Conservator of Forest's Office 1-8-0, and in Collector's Office Poona, 2-7-29.
English ..	.. Matriculated 1865.	6 0 17	8th Assistant Master, (Marathi side) Elphinstone High School.	65 0 0	
English and Sanskrit.	.. F.E.A. 1869.	3 3 13	2nd Assistant Master, Rājaram High School, Kolhāpur.	65 0 0	Paid from Kolhāpur State.
English, Marathi and Sanskrit.	.. Matriculated 1870.	3 2 5	Sub pro tem. 3rd Assistant Master, Dharwar High School.	65 0 0	
English, Sanskrit and Canarese.	.. F.E.A. 1871.	3 1 29	Sub pro tem. 2nd Assistant Master, Dharwar High School.	65 0 0	
English and Latin.	.. F.E.A. 1870 (Madras University)	2 7 27	11th Assistant Master, (Gujarathi side) Elphinstone High School.	65 0 0	
English, Sanskrit and a little of Latin.	.. F.E.A. 1869.	2 3 0	2nd Assistant Master, Ahmednagar High School.	65 0 0	Acting for Mr. G. G. Dhakne, on leave.
English and Persian.	.. F.E.A. 1873.	1 10 27	11th Assistant Master, (Gujarathi side) Elphinstone High School.	65 0 0	
English, Canarese and Sanskrit.	.. B. A. 1875..	0 2 0	Assistant Deputy Educational Inspector, Dharwar.	65 0 0	
None ..	.. None ..	34 10 10	Head Master, Vernacular School, Nariād.	60 0 0	From Local Funds
None ..	.. None ..	32 4 0	Head Master, Vernacular School, No. 1., Surat.	60 0 0	From Local Funds
Arabic, Persian and Urdu.	.. None ..	20 3 0	1st Assistant Master, Normal School, Hyderabad.	60 0 0	On leave.
English ..	.. None ..	19 5 20	Head Master, Vernacular School, Jambusar.	60 0 0	From Local Funds
None ..	.. None ..	19 1 5	Head Master, Vernacular School, No. 1., Mirāj and acting Tutor to the Chief of Mirāj.	60 0 0	Paid from Mirāj State.
English and a little of Sanskrit.	.. None ..	16 5 20	Head Master, Dhulia Training School.	60 0 0	
English ..	.. None ..	15 2 18	8th Assistant Master, Poona High School.	60 0 0	
English ..	.. None ..	14 5 15	Head Master, Marathi School No. 1 Sāngli.	60 0 0	Paid from Sāngli State.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
230	Devaram Karasanji Vora ..	37	Brahmin ..	Moravi ..	Rajkot Normal School.	Gujarathi ..
231	Rattanlal Trimbaklal Divetia	30	Brahmin ..	Ahmedabad	Ahmedabad High School.	Gujarathi ..
232	Atmashankar Tripurashankar Dave.	27	Brahmin ..	Surat ..	Surat High School.	Gujarathi ..
233	Maganlal Haribhai Dalal ..	31	Vania ..	Kapadwanj	Ahmedabad Training College.	Gujarathi ..
234	Harjivan W. G. ..	34	Kshatria ..	Bombay	Elphinstone High School.	Sindhi ..
235	Edalji Manackji Vatcha ..	32	Parsi ..	Bombay	Elphinstone High School.	Gujarathi ..
236	Krishnaji Kashava Sathe ..	30	Brahmin ..	Poona ..	Deccan College.	Marathi ..
237	Gopal Govind Karandekar ..	29	Brahmin ..	Gave ..	Elphinstone College.	Marathi ..
238	Balchand Tarachand ..	26	Kshatria ..	Hyderabad	Hyderabad Mission School.	Sindhi ..
239	Govind Bux Awatrai Mul-kani.	28	Hindi Amil ..	Hyderabad	Hyderabad High School.	Sindhi ..
240	Shankar Ramchandra Bhagwat.	31	Brahmin ..	Wai ..	Deccan College.	Marathi ..
241	Jaganath Balkrishna Limaye	27	Brahmin ..	Pen (Colaba)	Elphinstone High School.	Marathi ..
242	Narayan Govind Karandekar.	28	Brahmin ..	Karandi	Deccan College.	Marathi ..
243	Harirai Laxmanrai Mojmudar.	26	Brahmin ..	Pattan ..	Elphinstone College.	Gujarathi ..
244	Ramchandra Narayan Sadahle.	28	Brahmin ..	Bassein ..	Deccan College.	Marathi ..
245	Krishnarao Mahadeva Samarth.	25	Parbhu ..	Madhe ..	Elphinstone College.	Marathi ..
246	Parshotamdas Bapuji Saharia.	28	Vania ..	Nariad ..	Elphinstone College.	Gujarathi ..
247	Atmaram Moreswar Chhatre	26	Brahmin ..	Bombay ..	Elphinstone College.	Marathi ..
248	Gangal Vammali Pathak ..	25	Brahmin ..	Kutlal (Kaira)	Elphinstone College.	Gujarathi ..
249	Manackji Mancherji Choisy ..	25	Parsi ..	Bombay	Elphinstone College.	Gujarathi ..
250	Bavanishankar Girjashankar Joshi.	27	Brahmin ..	Ankieswar	Surat High School.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.,		Rs. a. p.	
None	None ..	12 11 18	Head Master Vernacular School, Nagar.	60 0 0	From Kattywar Educational Fund.
English	Matriculated 1865.	12 0 14	1st Assistant Master, Ahmedabad Training College.	60 0 0	
English	Matriculated 1864.	11 8 16	7th Assistant Master, Surat High School.	60 0 0	
None	None ..	11 7 5	Head Master Vernacular School, No. 1, Broach.	60 0 0	From Local Funds
English, Hindustani and Gujarathi.	Matriculated 1864.	10 11 0	1st Assistant Master Anglo-Vernacular School, Ahmedabad.	60 0 0	
English	None ..	10 8 0	1st Assistant Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	60 0 0	
English and Sanskrit.	Matriculated 1864.	8 3 13	1st Assistant Master, 1st Grade Anglo-Vernacular School, No. 1, Poona City.	60 0 0	
English	Matriculated 1866.	7 9 25	5th Assistant Master, Ratnagiri High School.	60 0 0	
English, Persian and Hindustani	Matriculated 1868.	6 9 0	Head Master Anglo-Vernacular School, Shiwan.	60 0 0	Paid from Local Funds.
English, Hindustani and Persian.	None ..	6 4 22	2nd Assistant Master, Shikarpur High School.	60 0 0	
English and Sanskrit.	Matriculated 1864.	6 3 25	2nd Assistant Master, High School, Satara.	60 0 0	
English	Matriculated 1869.	6 2 29	Head Master, 1st Grade Anglo-Vernacular School, Alibag.	60 0 0	
English and Sanskrit.	Matriculated 1865.	5 10 20	3rd Assistant Master, Rajaram High School, Kolhapur.	60 0 0	From Kolhapur State.
English	Matriculated 1869.	5 0 12	Head Master, 1st Grade Anglo-Vernacular School, Camp Deesa.	60 0 0	Rs. 30 from Mahajan Fund.
English and Sanskrit.	Matriculated 1866.	5 0 0	Head Master Anglo-Vernacular School, Miraj.	60 0 0	Paid from Miraj State.
English and Sanskrit.	Matriculated 1868.	4 7 16	Probationary 3rd Assistant Master, Kurrachee High School.	60 0 0	
English and Sanskrit.	Matriculated 1866.	4 5 0	3rd Assistant Master, Nariad High School.	60 0 0	
English Gujarathi and Sanskrit.	F.E.A. 1869.	4 3 3	2nd Assistant Master, Baroda High School.	60 0 0	From Baroda State.
English, Sanskrit, and a little of Marathi.	Matriculated 1868.	4 1 5	3rd Assistant Master, Broach High School.	60 0 0	
English and Latin.	Matriculated 1868.	3 9 27	1st Assistant Master, Fort Branch School, Bombay.	60 0 0	
English	Matriculated 1867.	3 8 0	Head Master, 1st Grade Anglo-Vernacular School, Wadhwan.	60 0 0	From Kattywar Educational Fund.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	1	3	4	5	6	7
251	Govind K. Ambardekar ..	26	Brahmin ..	Batnágiri ..	Elphinstone College.	Marathi ..
252	Balaji Ramchandra Bagalkotkar.	25	Vyas ..	Bagal Kote ..	Belgaum High School.	Canarese ..
253	Udhendas Satramdas ..	23	Kshatria ..	Tatta ..	Kurrachee High School.	Sindhi ..
254	Champaklal Maniklal Meheta	24	Brahmin ..	Gogo ..	Bhaunagar High School.	Gujarathi ..
255	Altabax Mulvi (Mahomed Shaha.	33	Mahomedan ..	Cabul ..	Arabia and Shiraz.	Hindustani ..
256	Trimbak Vishnu Bapat ..	26	Brahmin ..	Poona ..	Free General Assembly Institution.	Marathi ..
257	Annaaji Ramchandra Jalihal	23	Brahmin ..	Jalihal ..	Deccan College ..	Canarese ..
258	Hormasji Nowrozji Lord ..	25	Parsi ..	Bombay ..	Elphinstone College.	Gujarathi ..
259	Hargovind Mayaram Sukal ..	35	Brahmin ..	Umreth ..	Ahmedabad Training College.	Gujarathi ..
260	Gangadhar Mahawaleswar Turmuri.	41	Lingayet ..	Bailhongol ..	Bailhongol School.	Canarese ..
261	Ghelabhai Bhukandas Shaha	39	Vania ..	Surat ..	Surat High School and Normal Class.	Gujarathi ..
262	Chintaman Shastri Tathe ..	55	Brahmin ..	Wai (Satara) ..	Poona Sanskrit College.	Marathi ..
263	Ballaji Khanderao Joshi ..	29	Brahmin ..	Poona ..	Poona High School.	Marathi ..
264	Krishnaji Raghunath Kelkar	30	Brahmin ..	Someshwar ..	Poona College ..	Marathi ..
265	Jhanjimal Thavardas V. ..	29	Amil ..	Hyderabad ..	Hyderabad Mission School.	Sindhi ..
266	Govind Venkatesh Datar ..	24	Brahmin ..	Hungund (Kaladgi.)	Deccan College ..	Canarese ..
267	Framji Karsetji Bajan ..	23	Parsi ..	Bombay ..	Elphinstone College.	Gujarathi ..
268	Vaman Gopal Indapurkar ..	23	Brahmin ..	Indapur ..	Deccan College ..	Marathi ..
269	Hargovind Narstram Vyas ..	42	Brahmin ..	Visanagar ..	Surat Normal School.	Gujarathi ..
270	Dayalji Morarji Desai ..	28	Brahmin ..	Sarbhon ..	Surat High School.	Gujarathi ..
271	Murajmal Valliram K. ..	29	Kshatria ..	Hyderabad ..	Hyderabad High School.	Sindhi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
English, and Sanskrit.	F.E.A. 1869.	3 7 18	2nd Assistant Master (Marathi side) Belgaum High School.	60 0 0	
English, Marathi and Sanskrit.	Matriculated 1871.	3 5 0	Sub pro tem. 4th Assistant Master Dharwar High School.	60 0 0	
English, Persian, Hindustani and a little of Gujarathi.	Matriculated 1871.	3 3 13	3rd Assistant Master Hyderabad High School.	60 0 0	
English	Matriculated 1872.	2 4 6	3rd Assistant Master, Bhavnagar High School.	60 0 0	Paid from Kattywar Educational Fund.
English, Persian, Arabic, Sindhi, Pushtoo Brohi and Baluchi	None ..	1 9 15	Persian Teacher, Kurrachee High School.	60 0 0	
English	None ..	1 8 11	Accountant Educational Inspector, Central Division's Office.	60 0 0	
English, Sanskrit and Marathi.	Matriculated 1870.	1 7 12	Head Master Anglo-Vernacular School, Savanur.	60 0 0	Paid from the Savanur State.
English and Latin.	Matriculated 1867.	1 6 5	Acting 12th Assistant Master, (Gujarathi side) Elphinstone High School.	60 0 0	
None	None ..	15 1 29	Head Master Vernacular School, Mahudha.	55 5 0	From Local Funds.
Marathi and Sanskrit.	None ..	26 0 0	Translation Exhibitioner, Canarese Translator's Office.	55 0 0	
English	None ..	17 10 0	Head Master, 2nd Grade Anglo-Vernacular School, Godhra.	55 0 0	From Local Funds.
Sanskrit	None ..	14 3 4	2nd Assistant Sanskrit Teacher, Deccan College.	55 0 0	
English and Sanskrit.	Matriculated 1866.	7 3 16	2nd Assistant Master, Higher Independent Anglo-Vernacular School, Sholapur.	55 0 0	
English and Sanskrit.	Matriculated 1864.	6 10 0	9th Assistant Master, Poona High School.	55 0 0	
English and Persian.	Matriculated 1868.	3 8 9	Head Master Anglo-Vernacular School, Tarusha.	55 0 0	Paid from Local Funds.
English, Marathi Sanskrit and a little of Latin.	Matriculated 1869.	2 8 26	1st Assistant Master, (Canarese side) Belgaum High School.	55 0 0	
English and Persian.	Matriculated 1871.	0 4 14	13th Assistant Master Gujarathi side) Elphinstone High School.	55 0 0	
English, Persian and Canarese.	B. A. 1874.	0 2 20	Sub pro tem. 4th Assistant Master, Rajaram High School, Kolhapur.	55 0 0	Paid from Kolhapur State.
None	None ..	20 9 0	Head Master, Vernacular School, Umroth.	54 0 0	Do. do.
English	Matricuated 1867.	6 7 0	Head Master, English School Limadi.	53 0 0	From Kattywar Educational Fund.
English, Persian & Hindustani	None ..	11 4 0	Head Master, Anglo-Vernacular School, Kotri.	51 0 0	Paid from Local Funds.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
272	Bapu Sonsawant	46	Maratha	.. Ratnágiri	.. Ratnágiri School	Marathi ..
273	Ramji Hari Agashay	47	Maratha	.. Chiplun	.. Ratnágiri School	Marathi ..
274	Naro Ramchander Datar ..	48	Brahmin	.. Rájápur	.. Bombay Normal School.	Marathi ..
275	Prabhashankar Subhanji Bijápur.	43	Maratha	.. Ránibednur	.. Ránibednur School.	Canarese ..
276	Valabhadras Gopalji Shihorkar.	37	Valna ..	.. Nariád ..	.. Nariád School ..	Gujarathi ..
277	Pranjivan Ichharam Shastri.	43	Brahmin	.. Saras ..	.. Vernacular School, Oipad.	Gujarathi ..
278	Hari Balwant Mogre	44	Brahmin	.. Shirgaon	.. Elphinstone High School.	Marathi ..
279	Haji Amed Mahomed Fate	47	Mahomedan	.. Mattari ..	.. Kurrachee Normal School.	Sindhi ..
280	Vajiram Prabhashankar Joshi.	36	Brahmin	.. Mandin ..	.. Surat Normal Class.	Gujarathi ..
281	Narbadashankar Kalema-shankar Pandia.	42	Brahmin	.. Surat ..	.. Surat Normal Class.	Gujarathi ..
282	Ramchandra Venayek Oke ..	42	Brahmin	.. Poona ..	.. Poona College ..	Marathi ..
283	Moro Baijal Dharap	40	Brahmin	.. Rohen (Tanna)	.. Poona Normal School.	Marathi ..
284	Dhondo Shirdhar Shende ..	34	Brahmin	.. Pooleu ..	.. Poona Training College.	Marathi ..
285	Trimbak Keshar Parchuro ..	34	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
286	Vinayek Kondeo Oke	35	Brahmin	.. Medvi (Ratnágiri).	.. Sattara English School and Poona Training College.	Marathi ..
287	Narayan Ramchandra Bhattavadekar.	35	Brahmin	.. Násik ..	.. Mission School at Násik.	Marathi ..
288	Pandharinath Narayan Sudame.	33	Brahmin	.. Pärner ..	.. Poona Training College.	Marathi ..
289	Bhaskar Ramchandra Pandit	45	Brahmin	.. Baroda ..	.. Baroda School ..	Marathi ..
290	Vithaldas Dhanji Patel ..	33	Patidar	.. Umreth ..	.. Ahmedabad Training College.	Gujarathi ..
291	Mahadev Sitaram Kirtane ..	30	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
292	Hari Narayan Thakar	32	Brahmin	.. Bhore ..	.. Sholapur English school.	Marathi ..
293	Ganesh Daji Gadre	37	Brahmin	.. Junnar ..	.. Poona High and Normal Schools.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	None ..	29 11 12	Assistant Deputy Educational Inspector, Ratnagiri Sub-Division.	50 0 0	
None	None ..	27 6 4	Assistant Deputy Educational Inspector, Tanna Sub-Division.	50 0 0	
None	None ..	27 0 0	Head Master, Vernacular School, No. 1, Belgaum.	50 0 0	
Marathi and Hindustani.	None ..	24 4 0	1st Assistant Master, Dharwar Training College.	50 0 0	
None	None ..	21 2 14	Head Master, Vernacular School, Bhaunagar.	50 0 0	From Kattywar Educational Fund.
Sanskrit ..	None ..	20 10 29	Head Master, Vernacular School, Amrod.	50 0 0	From Local Funds
English ..	None ..	20 2 0	Marathi Accountant, Educational Inspector Central Division's Office.	50 0 0	
Persian, Urdu, and Arabic.	None ..	19 11 0	1st Assistant Master, Normal School, Hyderabad.	50 0 0	
None	None ..	18 0 19	Head Master, Vernacular School, Mandvi.	50 0 0	From Local Funds
None	None ..	17 8 3	Head Master, Vernacular School, Olpad.	50 0 0	Do. do.
English, Sanskrit, and Gujarathi.	None ..	16 7 0	Assistant Deputy Educational Inspector, Násik and Nagar Sub-Division.	50 0 0	
English and a little of Sanskrit.	None ..	15 11 11	Teacher, Poona Training College.	50 0 0	
English ..	None ..	14 8 20	Head Master, Vernacular School, Malwan, No. 1.	50 0 0	From Local Funds
English ..	None ..	14 7 5	Head Master, Vernacular School, No. 1, Bassion.	50 0 0	
English ..	None ..	13 9 0	1st Assistant Master, 1st Grade Anglo Vernacular School, Ahmednagar.	50 0 0	
English ..	Matriculated 1865.	13 5 0	3rd Assistant Master, Násik High School.	50 0 0	
English ..	None ..	13 0 0	Head Master, Vernacular School, No. 1, Madad.	50 0 0	
Sanskrit and Gujarathi.	None ..	12 9 0	Teacher of Sanskrit, Ahmedabad High School.	50 0 0	
A little of English.	None ..	12 2 21	1st Assistant Training College, Rajkote.	50 0 0	From Kattywar Educational Fund.
English ..	None ..	11 1 0	Head Master, Vernacular School, No. 1, Alibég.	50 0 0	
English, Canarese, Sanskrit, and Urdu.	Matriculated 1867.	10 10 19	1st Assistant Master, English School, Tanna.	50 0 0	
English ..	None ..	10 6 20	1st Assistant Master, 1st Grade Anglo-Vernacular School, Phunaszady, Bombay.	50 0 0	Rs. 30 from Daxina Fund.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
294	Manecklal Jagjivandas Surti.	29	Vania ..	Broach ..	Ahmedabad High School.	Gujarathi ..
295	P. F. De Souza ..	32	Christian ..	Honáwar ..	Honáwar and Mangalore Schools.	Konkny ..
296	Bapuji Bapurao Divekar ..	35	Goud Brahmin	Dharwar	Dharwar English School.	Marathi ..
297	Ramchandra Shrinivas Narogol.	46	Brahmin ..	Naregol, Dharwar.	Poona College ..	Canarese ..
298	Ganpatram A. Mehta ..	27	Brahmin ..	Amod ..	Elphinstone College.	Gujarathi ..
299	Shantvirya Rachaya Kitur ..	49	Lingayat ..	Sangli (Belgaum).	Private School, Hongai.	Canarese ..
300	Bhaishankar Kashairam Dhru.	30	Brahmin ..	Mhemudabad ..	Ahmedabad Training College.	Gujarathi ..
301	Narayan Pandurang Sathe ..	33	Brahmin ..	Násik ..	Private study ..	Marathi ..
302	Mahadevrao Kesheo Bhopardikar.	32	Brahmin ..	Wai (Satara) ..	Private School ..	Marathi ..
303	Shridhar Narayan ..	38	Brahmin ..	Medh (Tanna) ..	Elphinstone High School.	Marathi ..
304	Bhaskar Balal Nimbkar ..	28	Brahmin ..	Chiplun ..	Ratnagiri High School.	Marathi ..
305	Harilal Kaliandas Desai ..	28	Vania ..	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..
306	Wamon Shripat Fingle ..	28	Brahmin ..	Shendursi (Khandesh).	Dhulla High School.	Marathi ..
307	Bhaskar Dhondeo Datar ..	29	Brahmin ..	Poona ..	Poona College ..	Marathi ..
308	Govind Balal Bhole ..	35	Brahmin ..	Jalgaon ..	Poona College ..	Marathi ..
309	Hari Narayan Kirpekar ..	27	Brahmin ..	Kurar (Satara) ..	Poona High School and Engineering College.	Marathi ..
310	Dwarkadas Bhogidas Parekh	27	Vania ..	Nariád ..	Nariád English School, and Ahmedabad High School.	Gujarathi ..
311	Yellappa Virappa Jadava ..	25	Maratha ..	Belgaum ..	Belgaum High School.	Marathi ..
312	Balbbim Sakharam Tambulkar.	23	Brahmin ..	Sholapur ..	Poona School ..	Marathi ..
313	Fattaychand Sipawaleli.	26	Amil ..	Hyderabad (Sind).	Hyderabad Sind Mission School.	Sindhi ..

Other Language known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	Matriculated 1864.	10 6 19	3rd Assistant Master, Rājku-mar College, Kattywar.	50 0 0	From Rājku-mar College Fund.
English, Cana- rese, and Marathi.	None ..	10 3 20	2nd Assistant Master, Eng-lish School, Carwar.	50 0 0	
English and Canarese.	None ..	9 10 0	1st Assistant Master, English School, Hubli.	50 0 0	
Sanskrit ..	None ..	9 9 0	Sanskrit Teacher, Dharwar Training College.	50 0 0	
English ..	Matriculated 1865.	9 3 2	9th Assistant Master, Surat High School.	50 0 0	
Sanskrit ..	None ..	9 2 22	2nd Assistant Training College, Dharwar.	50 0 0	
None ..	None ..	9 1 27	Head Master, Practising School, Rāj-kote.	50 0 0	From Kattywar Educational Fund.
English and Sanskrit.	None ..	8 10 22	Vernacular and Sanskrit Teacher, Poona Training College.	50 0 0	
English and Sanskrit.	None ..	8 7 0	Assistant Sanskrit Teacher, Elphinstone High School.	50 0 0	
English and Gujarathi.	None ..	8 4 0	Head Master, Mamadevi, 2nd Grade Anglo-Vernacular School, Bombay.	50 0 0	
English and a little of San- skrit.	Matriculated 1865.	8 1 19	1st Assistant Master, Jagannath Sunkersett 1st Grade Anglo-Vernacular School, Bombay.	50 0 0	
English ..	Matriculated 1867.	7 9 25	3rd Assistant Master, Katty-war High School.	50 0 0	Paid from Kattywar Educational Fund.
English and a little of San- skrit.	Matriculated 1867.	7 9 19	4th Assistant Master, High School, Dhulia.	50 0 0	
English and Latin.	Matriculated 1865.	7 4 20	10th Assistant Master, Poona High School.	50 0 0	
English ..	None ..	7 4 0	Head Master, English School, Sāngli.	50 0 0	Paid from Sāngli State.
English ..	Matriculated 1867.	7 3 3	1st Assistant Master, 1st Grade Anglo-Vernacular School, Dhulia.	50 0 0	
English and a little of San- skrit.	Matriculated 1869.	6 11 18	Head Master, Anglo-Verna-cular School, Pālanpur.	50 0 0	From Pālanpur State.
English and Canarese.	Matriculated 1865.	6 9 9	3rd Assistant Master, (Mara-thi side) Belgaum High School.	50 0 0	
English and a little of Cana- rese.	Matriculated 1868.	6 9 5	Head Master, Anglo-Verna-cular School, Mudhol.	50 0 0	Paid from Mudhol State.
English, Persian, and Hindu- stani.	Matriculated 1868.	6 8 26	4th Assistant Master, Kurra-chee High School.	50 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
314	Narayan Ramchandra Konkar.	30	Brahmin	.. Modhe ..	.. Baba Gokhle's School, Poona.	Marathi ..
315	Khandu Krishnaji Gurday ..	27	Brahmin	.. Gurlhosoor (Belgaum).	.. Belgaum and Kolhapur High School.	Marathi ..
316	Nagindas Laxumidas Dalal ..	27	Vania..	.. Surat ..	.. Surat High School.	Gujarathi ..
317	Kavasji Edalji Desai ..	.. 26	Parsi ..	.. Nausari ..	.. Nausari Mad-rissa.	Gujarathi ..
318	Nashirwanji Merwanji Pavry.	24	Parsi ..	.. Bombay..	.. Elphinstone High School.	Gujarathi ..
319	Sanker Sadashew Mudlur ..	23	Brahmin	.. Mudlur ..	.. Belgaum High School.	Canarese ..
320	Gulabhai Gopalji Naik ..	.. 26	Brahmin	.. Jalalpur ..	.. Surat High School and Elphinstone College.	Gujarathi ..
321	Korapurram Manamatram Meheta.	24	Brahmin	.. Surat ..	.. Elphinstone College.	Gujarathi ..
322	Atmaram Jotiram Patel ..	.. 25	Kunbi..	.. Surat ..	.. Surat High School and Elphinstone College.	Gujarathi ..
323	Mulchand Dhayabhai Meheta	26	Vania..	.. Surat ..	.. Elphinstone College.	Gujarathi ..
324	Amrit Nilkant Pandit ..	.. 25	Brahmin	.. Vinchur ..	.. Poona High School and Poona Civil Engineering College.	Marathi ..
325	Valabram Damodhar ..	.. 23	Brahmin	.. Viramgam ..	.. Kurrachee High School.	Gujarathi ..
326	Pratabrai Ramchandra Jhanjyani.	20	Amil ..	.. Kurrachee ..	.. Kurrachee High School.	Sindhi ..
327	Kirpaldas Khemchand ..	.. 27	Bhatia	.. Shikarpur ..	.. Elphinstone College.	Sindhi ..
328	Umed Ali Karim Mahomed Shaha.	26	Mahomedan	.. Kutch ..	.. Elphinstone College.	Kutchi ..
329	Gulabdas L. Nenavati ..	.. 24	Vania ..	.. Surat ..	.. Elphinstone College.	Gujarathi ..
330	Parshotam Gopal Kelkar ..	.. 24	Brahmin	.. Harnai ..	.. Elphinstone College.	Marathi ..
331	Manasha Khalaji Devachand Vohora.	23	Vania..	.. Ahmedabad ..	.. Elphinstone College.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English	Matriculated 1868.	6 8 21	1st Assistant English School, Kolhapur.	50 0 0	From Kolhapur State.
English, Sanskrit and Canarese.	Matriculated 1868.	6 3 17	1st Assistant English School, Kaladgi.	50 0 0	
English	Matriculated 1868.	6 3 0	1st Assistant Master, Branch School, No. II., Surat.	50 0 0	
At little English	None ..	5 4 26	Gymnastic Teacher, Rāj-kumar College, Kattywar.	50 0 0	From Rāj-kumar College Fund.
English	Matriculated 1869.	5 3 8	2nd Assistant Master, Gokaldas Tejpal School, Bombay.	50 0 0	
English and Marathi ..	Matriculated 1870.	4 10 8	1st Assistant Master, English School, Belgaum.	50 0 0	
English and Sanskrit.	Matriculated 1868.	4 4 15	Ag. Head Master, 1st Grade Anglo-Vernacular School, Nausari.	50 0 0	
English and Sanskrit.	Matriculated 1869.	4 4 18	Sub. pro tem. 1st Assistant Master, Branch School, No. I., Surat.	50 0 0	
English, Hindustani, and a little of Sanskrit, Arabic, Latin, Persian and Marathi.	Matriculated 1867.	3 6 12	3rd Assistant Master, Baroda High School.	50 0 0	From Baroda State.
English and Latin.	Matriculated 1868.	3 4 0	1st Assistant Master, Branch School, No. II., Ahmedabad.	50 0 0	
English	None ..	2 11 11	Drawing Master, Dhulia Training School.	50 0 0	
English and Sindhi.	Matriculated 1873.	2 10 29	1st Assistant Master, N. J. Anglo-Vernacular School, Kurrachee.	50 0 0	
English and Hindustani.	Matriculated 1872.	2 9 0	4th Assistant Master, Hyderabad High School.	50 0 0	
English, Hindustani, and a little of Persian and Sanskrit.	Matriculated 1868.	2 5 6	3rd Assistant Master, Shikarpur High School.	50 0 0	
English, Gujarathi, Sindhi and Hindustani.	Matriculated 1871.	2 5 0	Acting 2nd Assistant Master, Kurrachee High School.	50 0 0	
English and Latin.	Matriculated 1868.	2 4 21	7th Assistant Master, Surat High School.	50 0 0	
English and Sanskrit.	F.E.A. 1869.	1 11 0	3rd Assistant Master, Ahmednagar High School.	50 0 0	
English and Sanskrit.	Matriculated 1870.	1 10 12	Temporary Head Master, 2nd Grade, Anglo-Vernacular School, Rander.	50 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
332	Narayan Ramchandra Kale ..	26	Brahmin ..	Mitabasa ..	Elphinstone College.	Marathi ..
333	Bulakhi Gangadas Desai ..	22	Kshatria ..	Ahmedabad ..	St. Xavier's College.	Gujarathi ..
334	Dayabhai Vemram Meheta ..	21	Brahmin ..	Umreth ..	Ahmedabad High School.	Gujarathi ..
<i>Class V. from Rs. 30</i>						
335	Chhuganlal Manekaji Sukal ..	37	Brahmin ..	Nariel ..	Ahmedabad Normal Class.	Gujarathi ..
336	Hari Vitthal Pathak ..	39	Brahmin ..	Magjoo ..	Poona Normal School.	Marathi ..
337	Vithal Waman Gandhi ..	26	Brahmin ..	Dhulia ..	Dhulia High School.	Marathi ..
338	Govind Vishnu Barve ..	36	Brahmin ..	Borwali ..	Poona Training College.	Marathi ..
339	Ayemal Kundanmal S. ..	34	Amil ..	Hyderabad ..	Hyderabad Normal School.	Sindhi ..
340	Balaji Shankar Bapat ..	35	Brahmin ..	Poolen ..	Poona Training College.	Marathi ..
341	Mahomed Issack Abdul Rahman.	49	Mahomedan ..	Lakhi Larkana Taluka.	Old Hala Private School.	Sindhi ..
342	Narayan Ballal Supre ..	48	Brahmin ..	Ratnagiri ..	Poona Training College.	Marathi ..
343	Hardevaram Sevakram Nilkanth.	34	Brahmin ..	Surat ..	Surat High School.	Gujarathi ..
344	Asharam Motiram Purani ..	40	Brahmin ..	Mehmadabad ..	Surat Normal Class.	Gujarathi ..
345	Ganesh Ramchandra Dongre.	36	Brahmin ..	Ratnagiri ..	Poona Training College.	Marathi ..
346	Sadashiv Babji Vaidya ..	23	Brahmin ..	Benares ..	Poona Training College.	Marathi ..
347	Devshankar Uderam Desai ..	23	Brahmin ..	Mahudha ..	Ahmedabad Training College.	Gujarathi ..
348	Gurudinamal Lalsing ..	31	Lubana ..	Schwan ..	Normal School, Kurrachee.	Sindhi ..
349	Umedali Jannahomed ..	27	Mahomed (Pattan).	Hyderabad ..	Normal School, Kurrachee.	Sindhi ..
350	Pitambar Maachheram Sukal.	33	Brahmin ..	Prantej ..	Ahmedabad Normal Class.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	31
		Y. m. d.		Rs. a. p.	
English and Sanskrit ..	F.E.A. 1874.	0 4 8	Sub pro tem. 5th Assistant Master, Rajaram High School, Kolhapur.	50 0 0	Paid from Kolhapur State.
English and Sanskrit.	Matriculated 1870.	0 1 17	Sanskrit Teacher, Training College, Ahmedabad.	50 0 0	
English and Sanskrit.	Matriculated 1872.	0 1 10	Head Master, 2nd Grade Anglo-Vernacular School, Umreth.	50 0 0	
<i>and below Rs. 50.</i>					
None	None ..	15 9 22	Head Master, Vernacular School, Sanaud.	49 14 0	From Local Funds.
None	None ..	22 7 10	Head Master, Satara School, No. II.	49 12 0	
English	Matriculated 1871.	7 1 22	Head Master, 2nd Grade Anglo-Vernacular School, Erandol.	49 5 6	From Local Funds.
English and Sanskrit.	None ..	15 0 9	Head Master, Vernacular School, Rohe, No. I.	49 4 0	
English, Persian and Hindustani.	None ..	12 4 16	Head Master, Vernacular School, Hyderabad.	49 0 0	From Local Funds.
English	None ..	15 0 13	Head Master, Vernacular School, Dahhol.	48 8 0	From Local Funds.
Persian and Urdu.	None ..	22 2 0	Head Master, Vernacular School, Rohe.	48 0 0	From Local Funds.
A little of English and Sanskrit.	None ..	20 11 2	Head Master, Superior Vernacular School, No. I. Nasik.	48 0 0	From Local Funds.
English	None ..	14 1 0	Head Master, Vernacular School, Gogo.	48 0 0	From Local Funds.
None	None ..	18 11 28	Head Master, Vernacular School, Mehmabad.	47 12 0	From Local Funds.
English	None ..	13 1 9	Head Master, Vernacular School, No. I, Tappa.	47 8 0	From Local Funds.
English	None ..	7 0 13	Head Master, Vernacular School, Dapoli.	47 8 0	From Local Funds.
None	None ..	3 10 6	Head Master, Vernacular School, Hansoti.	47 7 0	Paid from Local Funds.
English Persian.	None ..	13 10 0	Head Master, Vernacular School, Shikarpur.	47 0 0	From Local Funds.
Persian and Urdu.	None ..	12 5 20	Assistant Master, Anglo-Vernacular School, Tatta.	47 0 0	From Local Funds.
None	None ..	12 9 0	Head Master, Vernacular School, Morassa.	46 12 6	From Local Funds.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
351	Hiralal Hargovind Modi ..	39	Vania ..	Nariád ..	Surat Normal Class.	Gujarathi ..
352	Mahmum-ul-din Rahimdin.	39	Mahomed Shekh.	Khanst ..	Normal School, Kurrachee.	Sindhi ..
353	Trimbak Janardhan Savargavkar.	35	Brahmin ..	Yoola ..	Poona Training College.	Marathi ..
354	Sitaram Narhar Dhawali ..	35	Brahmin ..	Panhála ..	Poona Training College.	Marathi ..
355	Kashow Vishwanath Bhagwat.	31	Brahmin ..	Satara ..	Poona Training College.	Marathi ..
356	Shankar Balkrishna Dixit ..	23	Brahmin ..	Murad ..	Poona Training College.	Marathi ..
357	Paravatishankar Duragshankar Mehta.	49	Vania ..	Surat ..	Surat High School.	Gujarathi ..
358	Abduls Mian Saheb Syed ..	46	Mahomedan ..	Ahmedabad	Private Tuition.	Urdu ..
359	Venkatesh Raghavendra ..	39	Brahmin ..	Belgaum ..	Hubli School ..	Canarese ..
360	Balaji Venayek Kale ..	35	Brahmin ..	Hubli ..	Hubli School ..	Canarese ..
361	Jivaram Kalidas Sukal ..	36	Brahmin ..	Mátar ..	Ahmedabad Normal Class.	Gujarathi ..
362	Narberam Vardhaman Kamdar	34	Vania ..	Gondal ..	Normal School Rajkote.	Gujarathi ..
363	Mahomed Ramzan ..	31	Mahomedan ..	Old Sukkur	Sukkur Normal School.	Sindhi ..
364	Antaji Trimbak Marathe ..	31	Brahmin ..	Trimbak ..	Poona Training College.	Marathi ..
365	Keshava Sadashive Rijbud ..	34	Brahmin ..	Nangamner ..	Dhulia Training School.	Marathi ..
366	Kondo Kesho Sahasrabudhe.	33	Brahmin ..	Poona ..	Poona Training College.	Marathi ..
367	Deveppa Narayan Koppikar.	29	Brahmin ..	Honáwar ..	Honáwar School.	Konkani ..
368	Vishnu Appaji Dabke ..	30	Brahmin ..	Asuda ..	Ratnágiri High School.	Marathi ..
369	Lakuminarayan Prasadraji Branchari.	25	Brahmin ..	Nariád ..	Ahmedabad High School.	Gujarathi ..
370	Shridhar Mahadeo Kale ..	28	Brahmin ..	Golap (Ratnágiri).	Ratnágiri High School.	Marathi ..
371	Harilal Narayan Adhbiaru ..	26	Brahmin ..	Ahmedabad	Ahmedabad High School.	Gujarathi ..

Other Language known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
None	None ..	18 10 0	Head Master, Vernacular School, Kaira.	46 6 0	From Funds. Local
Persian and Urdu.	None ..	15 11 0	Head Master, Vernacular School, Kurrachee.	46 0 0	From Funds. Local
English	None ..	14 10 0	Head Master, Vernacular School, No. 1, Pen.	46 0 0	From Funds. Local
English	None ..	10 4 21	Head Master, Vernacular School, Gohagar.	45 12 0	From Funds. Local
English	None ..	10 11 13	Head Master, Superior Vernacular School, Indapur.	45 8 0	From Funds. Local
English, and Sanskrit ..	Matriculated 1874.	2 8 24	Head Master, Vernacular School, Ravedanda.	45 8 0	From Funds. Local
English	None ..	25 4 16	Head Master, Vernacular School, No. 1, Ahmedabad.	45 0 0	From Funds. Local
English, Gujarathi, Persian and Arabic.	None ..	21 0 26	Teacher of Urdu, Ahmedabad Training College.	45 0 0	
Marathi	None ..	19 3 0	Head Master, Anglo-Vernacular School, Athani.	45 0 0	From Funds. Local
Marathi	None ..	18 2 0	Head Master, Anglo-Vernacular School, Hongal.	45 0 0	From Funds. Local
English	None ..	16 0 0	Head Master, Vernacular School, Dholka.	45 0 0	From Funds. Local
None	None ..	13 6 0	Head Master, Vernacular School, Gondal.	45 0 0	From Katiywar Educational Fund.
Persian, Urdu and a little of Arabic.	None ..	11 7 0	Head Master, Vernacular School, Sukkur.	45 0 0	Paid direct by the Municipality.
English	Matriculated 1867.	11 5 0	Head Master, 2nd Grade Anglo-Vernacular School, Newasa.	45 0 0	From Funds. Local
A little English.	of None ..	11 4 22	Training Master, Dhulia Training School.	45 0 0	
English	None ..	10 11 29	Head Master, 2nd Grade Anglo-Vernacular School, Kurar, No. 1.	45 0 0	From Funds. Local
Canarese and English.	None ..	9 1 8	Head Master, Anglo-Vernacular School, Sirai.	45 0 0	
English and Sanskrit.	Matriculated 1867.	7 9 23	6th Assistant Master, Ratnagiri High School.	45 0 0	
English	Matriculated 1867.	7 4 5	Head Master, 2nd Grade Anglo-Vernacular School, Dholka.	45 0 0	
English	Matriculated 1868.	6 8 24	11th Assistant Master, Poona High School.	45 0 0	
English	Matriculated 1868.	6 2 15	1st Assistant Master, Branch School, No. 1, Ahmedabad.	45 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
372	Sorabji Mancherji Pavdi ..	25	Parsi ..	.. Nausari	.. Nausari School.	Gujarathi ..
373	Baiwantrao Mahadeoram Meheta.	25	Brahmin	.. Surat	.. Surat High School and Elphinstone College.	Gujarathi ..
374	Amulakray Hardevram Desai	25	Brahmin.	.. Broach	.. Elphinstone College.	Gujarathi ..
375	Thakordas Navalchand Meheta.	23	Shravak	.. Surat	.. Surat High and Mission School	Gujarathi ..
376	Khushchand Kirpalani.	21	Kshatriya gml.	Hyderabad	.. Kurrachee High School.	Sindhi ..
377	Baiwantrao Parmanandas Oza.	22	Brahmin	.. Bhaunagar	.. Bhaunagar High School.	Gujarathi ..
378	Amabalal Damodar Joshi ..	22	Brahmin	.. Kapadwanj	.. Elphinstone High School.	Gujarathi ..
379	Dhanajisha Edalaji Kotia-wala.	21	Parsi	.. Ahmedabad	.. Elphinstone College.	Gujarathi ..
380	Urandavandas Girdhardas Dalal	23	Vania	.. Umreth	.. Elphinstone College.	Gujarathi ..
381	Prahlad Nachar Joshi ..	33	Brahmin	.. Poona	.. Poona Training College.	Marathi ..
382	Gopal Wamon Bodekar ..	32	Brahmin	.. Poona	.. Poona Training College.	Marathi ..
383	Ramchandra Krishnarem Joshi.	41	Brahmin	.. Amod	.. Surat Normal School.	Gujarathi ..
384	Antaji Chintaman Damle ..	25	Brahmin	.. Satara	.. Poona Training College.	Marathi ..
385	Jeram Ratanji Lad ..	32	Kumbar	.. Katsargaon	.. Surat English School.	Gujarathi ..
386	Mahadeva Balakrishna Bhat..	33	Brahmin	.. Poona	.. Poona Training College.	Marathi ..
387	Ramkrishna Sakharam Valdyia.	33	Brahmin	.. Khandesh	.. Dhulia Marathi School.	Marathi ..
388	Govind Kashinath Fadnis ..	27	Brahmin	.. Bassein	.. Poona Training College.	Marathi ..
389	Dinkar Moreshwar Bodas ..	30	Brahmin	.. Gulsonda	.. Poona Marathi School.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	None ..	5 7 18	Teacher of Gymnastics, Ahmedabad High School, and Training College.	45 0 0	
English and a little of Sanskrit.	Matriculated 1868.	5 0 14	Translation Exhibitioner, Educational Department.	45 0 0	
English and Sanskrit.	Matriculated 1868.	4 7 1	4th Assistant Master, Broach High School.	45 0 0	
English and a little of Sanskrit.	Matriculated 1869.	3 2 0	5th Assistant Master, High School, Broach.	45 0 0	
English, Persian & Hindustani.	Matriculated 1873.	1 4 28	5th Assistant Master High School, Hyderabad.	45 0 0	
English ..	Matriculated 1873.	1 4 15	4th Assistant Master, Bhavnagar High School.	45 0 0	Paid from Kattywar Educational Fund.
English, Marathi and Sanskrit.	Matriculated 1872.	0 11 4	Sub pro tem. 1st Assistant Master 1st Grade Anglo-Vernacular School Balsar.	45 0 0	
English Latin.	Matriculated 1870.	0 9 27	1st Assistant Master, Sir Jamsetjee Jeejeebhoy English School, Surat.	45 0 0	From Parsi Panchayet Fund.
English and Sanskrit.	Matriculated 1872.	0 3 23	4th Assistant Master, Nariad High School.	45 0 0	
English ..	None ..	13 10 0	Head Master, Vernacular School, Chinchini.	44 8 0	From Funds. Local
English ..	None ..	11 1 0	Head Master, Islampur No. 1 School.	44 4 0	
English, Marathi and Sanskrit.	None ..	18 2 14	Head Master, Vernacular School, Borsad.	44 0 0	From Funds. Local
English and Sanskrit.	None ..	6 5 9	Head Master, Vernacular School, No. 1, Kalyan.	44 0 0	From Funds. Local
English ..	None ..	13 0 13	Head Master 2nd Grade Anglo-Vernacular School, Nandodi.	43 12 0	From Nandodi State.
English ..	None ..	10 4 5	Head Master, Superior Vernacular School, No. 1, Mategaon.	43 8 0	From Funds. Local
None ..	None ..	16 1 20	Head Master, Superior Vernacular School, No. 1, Amalner.	45 4 0	From Funds. Local
English ..	None ..	7 9 0	Head Master, Vernacular School, Mahim.	43 4 0	
English ..	None ..	10 0 0	Head Master, 2nd Grade Anglo-Vernacular School, Yawal.	43 2 0	From Funds. Local

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
390	Vishnusankar Sambisankar Sukal.	39	Brahmin	.. Jambusar	.. Surat High School.	Gujarathi ..
391	Mahadeva Anant Shoni	.. 35	Brahmin	.. Nask	.. Poona Training College.	Marathi ..
392	Parabhnal Utamram Pandya.	25	Brahmin	.. Mahudha	.. Ahmedabad Training College.	Gujarathi ..
393	Gulabdas Gopaldas Melota	.. 40	Vania	.. Surat	.. Surat High School.	Gujarathi ..
394	Hannant Luxmon Gadagkar.	22	Brahmin	.. Belgaum	.. Belgaum High School.	Marathi ..
395	Tukaram Sayaji Tile	.. 35	Shimpi	.. Poona	.. Poona Training College.	Marathi ..
396	Girdharlal Govindram Pandya.	26	Brahmin	.. Mahudha	.. Ahmedabad Training College.	Gujarathi ..
397	Ragunath Babaji Waze	.. 29	Brahmin	.. Hirley	.. Poona Training College.	Marathi ..
398	Gunesh Balwant Lemaye	.. 28	Brahmin	.. Satara	.. Poona Training College.	Marathi ..
399	Govind Ganesh Joshi	.. 32	Brahmin	.. Poona	.. Poona Mission School.	Marathi ..
400	Kashinath Yedneshwer Joshi	52	Brahmin	.. Gubagar	.. Gubagar School.	Marathi ..
401	Hugreshwar Ajaramar Gore	40	Brahmin	.. Vadali	.. Normal School Bombay.	Gujarathi ..
402	Kuvarji Mancharji Valdia	.. 40	Parsi	.. Surat	.. Surat High School.	Gujarathi ..
403	Narayan Athavale.	36	Brahmin	.. Gubagar	.. Gubagar School.	Marathi ..
404	Parasotam Raval.	42	Brahmin	.. Ahmedabad	.. Ahmedabad High School.	Gujarathi ..
405	Shirdhar Bapuji Patwardhan	68	Brahmin	.. Wai	.. Poona Patehalla	Marathi ..
406	Ganesh Ramchandra Bhide	.. 40	Brahmin	.. Poona	.. Deccan College.	Marathi ..
407	Ragonath Shende.	55	Brahmin	.. Pali (Ratnagiri)	.. Patehalla	.. Marathi ..
408	Devappa Chetrappa Hultti.	36	Jain	.. Bidi (Belgaum)	.. Bidi & Dharwar Schools.	Canarese ..
409	Sadasive Ramanath Sukal	.. 35	Brahmin	.. Matar	.. Ahmedabad Training College.	Gujarathi ..
410	Amaratalal Ghandi.	37	Vania	.. Mchmadabad	.. Ahmedabad Normal Class.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	None ..	17 5 6	Head Master, Vernacular School, Ankleswar.	43 0 0	From Funds. Local
English ..	None ..	11 9 11	Head Master, 2nd Grade Anglo Vernacular School, Chopra.	43 0 0	From Funds. Local
None ..	None ..	3 2 6	Head Master, Vernacular School, Anand.	42 6 0	From Funds. Local
English ..	None ..	19 4 19	Head Master, Vernacular School, Rander.	42 0 0	From Funds. Local
English and Canarese.	Matriculated 1873.	0 5 12	Assistant Master, Anglo-Vernacular School, Mudhol.	42 0 0	From Mudhol State.
None ..	None ..	11 9 28	Head Master, Koregaon School.	41 8 0	Rs. 5 as allowance for Training Night School.
None ..	None ..	8 5 0	Head Master, Vernacular School, Anatroli.	41 6 6	From Funds. Local
None ..	None ..	6 2 0	Head Master, 2nd Grade Anglo-Vernacular School, No. 1, Wal.	41 4 0	
English ..	None ..	7 8 0	Head Master, Superior Vernacular School, Sholapur.	41 0 0	From Funds. Local
English ..	None ..	10 0 20	Head Master, Superior Vernacular School, Karmala.	40 8 0	From Funds. Local
Canarese ..	None ..	31 3 0	Head Master, Anglo-Vernacular School, Chikori.	40 0 0	
None ..	None ..	25 4 8	Head Master, Gujarati Central School, Baroda.	40 0 0	From Baroda State.
English ..	None ..	21 8 0	2nd Assistant Master, Sir J. J. English School, Surat.	40 0 0	From Parsi Panchayat Fund.
None ..	None ..	20 6 0	Assistant Master, Training School, Kolhapur.	40 0 0	6 years 4 months & 3 days in Kolhapur State paid from Kolhapur State.
English and Marathi.	None ..	18 7 14	Head Master, Vernacular School, Boriya.	40 0 0	From Funds. Local
English and Sanskrit.	None ..	18 1 8	Head Master, Poona Camp Vernacular School.	40 0 0	From Funds. Local
English and Hindustani.	None ..	18 0 22	Head Master, Vernacular School, No. 1, Panwell.	40 0 0	From Funds. Local
English, Sanskrit, Gujarati & Canarese.	None ..	17 3 25	Sanskrit Tutor, Poona High School.	40 0 0	
Marathi ..	None ..	16 0 0	Head Master, Vernacular School, No. 1, Bijapur.	40 0 0	
None ..	None ..	15 8 0	Head Master, Vernacular School, Matar.	40 0 0	From Funds. Local
None ..	None ..	15 4 0	Head Master, Vernacular School, Parantij.	40 0 0	From Funds. Local

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
411	Krishnaram Gorandoram Pandya.	37	Brahmin	.. Nariad	.. Ahmedabad Training College.	Gujarathi ..
412	Hari Bhaskar Damie ..	35	Brahmin	.. Ratnagiri	.. Poona Training College.	Marathi ..
413	Vendravandas M. Kantawala.	37	Vania	.. Mehmabad	.. Ahmedabad Training College.	Gujarathi ..
414	Narotam Jetharam Kantawala.	36	Vania	.. Surat	.. Elphinstone High School.	Gujarathi ..
415	Pranajivandas Dalal.	35	Vania	.. Balsar	.. Balsar Vernacular School.	Gujarathi ..
416	Prabhakar Ramchandra Paudit.	35	Brahmin	.. Baroda	.. Dr. Wilson's College.	Marathi ..
417	Mohonial Kallianji Bakshi	34	Vania	.. Umreth	.. Ahmedabad Training College.	Gujarathi ..
418	Keshava Gangadhar Chitali	34	Brahmin	.. Chiplun	.. Poona Training College.	Marathi ..
419	Mahadev Ramchandra Bodas	31	Brahmin	.. Fodal (Ratnagiri.)	.. Belgaum High School.	Marathi ..
420	Gopalrao Abaji Raje ..	31	Parbhu	.. Tanna ..	.. Poona College ..	Marathi ..
421	Govind Gopal Yevskar ..	32	Brahmin	.. Nasik ..	.. Poona High School.	Marathi ..
422	Mahadeo Shirdhar Bhawe ..	35	Brahmin	.. Miraj ..	.. Poona Training College.	Marathi ..
423	Bhannasankar Pandya.	30	Brahmin	.. Burawala	.. Rajkote Normal Class.	Gujarathi ..
424	Sekalchand Vitthal Das Shaha	40	Vania	.. Ahmedabad	.. Ahmedabad High School.	Gujarathi ..
425	Narasu Kalappa Moralvar ..	29	Komtee	.. Sholapur	.. Sholapur English School.	Telega ..
426	Sakaram Krishna Sathe ..	29	Brahmin	.. Amalner	.. Poona High School.	Marathi ..
427	Sharifali beg Mogal ..	33	Mahomedan	.. Nagar ..	.. Private Tuition.	Hindustani.
428	Dhodu Venku Jakatdar ..	31	Maratha	.. Dhulia ..	.. Dhulia High School.	Marathi ..
429	Bhiku Shastri bin Sadashev Shastri Godbole	53	Brahmin	.. Wai ..	.. Poona School.	Marathi ..
430	Vinayek Yeshwant Deshpande.	31	Brahmin	.. Sangamner	.. Money Institution, Bombay.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	.. None	.. 15 2 0	Head Master Vernacular School, Chikoli.	40 0 0	From Funds. Local
English	.. None	.. 14 9 14	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Dhulia.	40 0 0	
English	.. None	.. 14 8 0	2nd Assistant Master, Training College, Ahmedabad.	40 0 0	
English	.. None	.. 14 7 0	Head Master, Budhivardhak 2nd Grade Anglo-Vernacular School, Bombay.	40 0 0	
None	.. None	.. 13 10 7	Head Master, Vernacular School, Paradi.	40 0 0	From Funds. Local
English, Gujarathi, and Sanskrit.	.. None	.. 12 9 26	Head Master Marathi Central School, Baroda.	40 0 0	From State. Baroda
English	.. None	.. 12 8 0	Head Master, Practising School, Ahmedabad.	40 0 0	From Funds. Local
English	.. None	.. 11 11 0	Head Master Superior Vernacular School, Bhadgaon.	40 0 0	From Funds. Local
Canarese English	and None	.. 11 6 0	Head Master, Anglo-Vernacular School, Dagaikote.	40 0 0	
English	.. None	.. 11 5 0	2nd Assistant Master Jagannath Sankarset Anglo-Vernacular School, Bombay.	40 0 0	
English	.. Matriculated 1866.	.. 11 1 0	4th Assistant Master, Nasik High School.	40 0 0	
English Sanskrit.	and None	.. 11 0 0	Head Master, Superior Vernacular School, No. 1, Poona.	40 0 0	From Funds. Local
English	.. None	.. 10 9 18	Head Master, 2nd Grade Anglo-Vernacular School, Shiher.	40 0 0	From Kattywar Educational Fund.
English	.. None	.. 10 8 9	Head Master Vernacular School, Viretgan.	40 0 0	From Funds. Local
English, Marathi and Urdu.	Matriculated 1874.	.. 10 3 20	3rd Assistant Master, English School, Solapur.	40 0 0	
English	.. None	.. 10 0 6	Head Master, Superior Vernacular School, Sauda.	40 0 0	Paid from Local Funds.
Persian	.. None	.. 9 3 28	Persian Teacher, Ahmednagar High School.	40 0 0	
English	.. None	.. 9 8 0	1st Assistant Master, 1st Grade Anglo-Vernacular School, Malegaon.	40 0 0	
Sanskrit	.. None	.. 9 4 0	Guru Sangli Nyaya Logic School.	40 0 0	Paid from Sangli State.
English Gujarathi.	and None	.. 8 11 11	Clerk, Poona High School ..	40 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular
1	2	3	4	5	6	7
431	Ganesh Rowjee Digrajkari ..	34	Brahmin ..	Digraj (Sangli).	Dharwar English School.	Marathi ..
432	Krishnaji Trimback Marathe.	30	Brahmin ..	Kalyán ..	Poona High School.	Marathi ..
433	Narshina Vajjanath Ghate ..	37	Brahmin ..	Sáwant Wári ..	Poona ..	Marathi ..
434	Gopal Shankar Tikhe ..	29	Brahmin ..	Poona ..	Poona High School.	Marathi ..
435	Gangabhar Hari Kale ..	31	Brahmin ..	Kalyán ..	Deccan College.	Marathi ..
436	Vishwanath Sadaabew Deodhar.	28	Brahmin ..	Poona ..	Poona High School.	Marathi ..
437	Venkaaji Gopal Behare ..	26	Brahmin ..	Ratnágiri ..	Ratnágiri High School.	Marathi ..
438	Ramchandra Dinkar Paranjpe.	24	Brahmin ..	Poona ..	Poona High School.	Marathi ..
439	Anant Kashinath Oke ..	26	Brahmin ..	Poona ..	Poona High School.	Marathi ..
440	Ayadas Jegatram Gidnooli ..	27	Brahmin ..	Hyderabad ..	Poona Civil Engineering College.	Sindhi ..
441	Dhaso Shridhar Joshi ..	27	Brahmin ..	Gokák ..	Belgaum High School.	Canarese ..
442	Farsingram Dulabram P ..	32	Brahmin ..	Mehmadabad ..	Poona Civil Engineering College.	Gujarathi ..
443	Peshunni Teokaram ..	25	Hindu ..	Shikárpur ..	Kurrachee High School.	Sindhi ..
444	Maneckji Hormusji Kanga ..	26	Parsi ..	Bombay ..	Elphinstone College, Bombay.	Gujarathi ..
445	Raghnath Hari Abhiankar.	24	Brahmin ..	Lakshameshwar.	Belgaum High School.	Marathi ..
446	Ganesh Hari Rukadikar ..	33	Brahmin ..	Rukadi ..	Private tuition.	Marathi ..
447	Balwant Vishnu Marathe ..	32	Brahmin ..	Poona ..	Poona Mission School.	Marathi ..
448	Vishnu Sadasiv Mulekar ..	26	Brahmin ..	Kolhápúr ..	Poona Civil Engineering College.	Marathi ..
449	Valabdas Nandulal Parekh ..	26	Vania ..	Kapadvanj ..	Ahmedabad High School.	Gujarathi ..
450	Kasinath Govind Karmarkar	24	Brahmin ..	Mangal Vedhe ..	Deccan College.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. as. p.	
Canarese and English.	None ..	8 8 0	Head Master Anglo-Vernacular School, Gokak.	40 0 0	
English and a little of Sanskrit.	Matriculated 1865.	7 10 0	3rd Assistant Master, Satara High School.	40 0 0	
Sanskrit ..	None ..	7 8 0	Sanskrit Teacher, Ratnagiri High School.	40 0 0	Of this 5 years 3 months and 16 days were spent in the Séwant Wari State.
English ..	None ..	7 7 6	1st Clerk Educational Inspector Central Division's Office.	40 0 0	
English and Sanskrit.	F. E. A. 1873.	7 5 0	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Kalyan.	40 0 0	
English ..	Matriculated 1887.	7 4 13	2nd Assistant Master, Poona City School, No. 1.	40 0 0	
English and Sanskrit.	Matriculated 1868.	6 6 19	4th Assistant Master, (Marathi side) Belgaum Sirdars' High School.	40 0 0	
English and Sanskrit.	Matriculated 1868.	6 6 18	12th Assistant Master, Poona High School.	40 0 0	
English ..	Matriculated 1868.	6 3 11	2nd Assistant Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	40 0 0	
English, Hindustani and Persian.	Matriculated 1872.	6 2 28	5th Assistant Master, Shikarpur High School.	40 0 0	
English and Marathi.	None ..	6 2 9	Head Master, Anglo-Vernacular School, Haveri.	40 0 0	
English ..	None ..	5 6 19	Drawing Master, Training College, Ahmedabad.	40 0 0	
English, Hindustani, and Marathi.	None ..	4 6 0	1st Assistant Master, Vernacular School, Shikarpur.	40 0 0	
English and Persian.	Matriculated 1869.	4 2 7	3rd Assistant Master, Goculdas Tejpal, 1st Grade Anglo-Vernacular School.	40 0 0	
English and Canarese.	Matriculated 1870.	4 1 0	Head Master Anglo-Vernacular School, Lakshmeshwar.	40 0 0	Paid from Miraj State.
Sanskrit and a little of English.	None ..	4 0 25	Sanskrit Teacher, Rajaram High School Kolhapur.	40 0 0	Paid from Kolhapur State.
English ..	Matriculated 1871.	3 8 0	1st Assistant Master, 1st Grade Anglo-Vernacular School, Phanaswadi, Bombay.	40 0 0	
English and Gujarathi.	F. C. E. 1871.	2 11 18	Writing and Drawing Master, Poona High School.	40 0 0	
English ..	Matriculated 1869.	2 10 0	Head Master, Anglo-Vernacular School, Pattad.	40 0 0	Paid from Baroda State.
English and Sanskrit.	Matriculated 1868.	2 9 1	1st Assistant Master, 1st Grade Anglo-Vernacular School, Barai.	40 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
451	Yadneswar Apaji Deshmukh	36	Brahmin	.. Favas ..	.. Ratnágiri High School.	Marathi ..
452	Jadhavaji Mahavaji Gandhi	24	Vania..	.. Mahuva..	.. Ahmedabad Training College.	Gujarathi ..
453	Balchand Khotchand	.. 23	Khattri	.. Hyderabad ..	.. Hyderabad High School.	Sindhi ..
454	Mahomed Virji Patel	.. 23	Mahomedan..	Bombay..	.. Elphinstone College.	Kutchi ..
455	Mahomed Idrus	.. 34	Mahomedan..	Sholapur	.. Poona Mission School.	Urdu ..
456	Rangu Balkrishna Atre	.. 23	Brahmin	.. Poona ..	.. Deccan College..	Marathi ..
457	Narayan Manohar Ronge	.. 32	Brahmin	.. Ahmednagar ..	.. Poona Training College.	Marathi ..
458	Keshava Ganesh Karmarkar.	32	Brahmin	.. Sangli ..	.. Poona Training College.	Marathi ..
459	Pranlal Uttamram Tarvadi	42	Brahmin	.. Thasra ..	.. Ahmedabad Training College.	Gujarathi ..
460	Balaji Gangadhar Mehendale	35	Brahmin	.. Kalyán ..	.. Poona Training College.	Marathi ..
461	Krishnaji Shridhar Pathak.	30	Brahmin	.. Ratnágiri ..	.. Poona Training College.	Marathi ..
462	Keishavall Motiram Pandya.	27	Brahmin	.. Kalra ..	.. Ahmedabad High School.	Gujarathi ..
463	Maganlal Ranchod Valia	.. 24	Vania..	.. Matar ..	.. Ahmedabad Training College.	Gujarathi ..
464	Chaturlal Bhogilal Pandya.	24	Brahmin	.. Mahudha ..	.. Ahmedabad Training College.	Gujarathi ..
465	Maneklal Asharam Shaha..	28	Vania ..	.. Thasra ..	.. Ahmedabad Training College.	Gujarathi ..
466	Mongal Godabad Modi	.. 30	Vania..	.. Nariád ..	.. Ahmedabad Training College.	Gujarathi ..
467	Laxmishaukar Mayashankar Raval	.. 37	Brahmin	.. Ahmedabad ..	.. Ahmedabad Normal Class.	Gujarathi ..
468	Jethalal Asharam Parekh..	36	Vania..	.. Mehmabad ..	.. Ahmedabad Training College.	Gujarathi ..
469	Govind Mahadeva Pandalik	35	Brahmin	.. Bolapur (Nagar)	.. Government Vernacular School, Yeola.	Marathi ..
470	Sadashtve Ramchandra Limaye.	41	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
471	Jethalal Parshotam Vyas..	41	Brahmin	.. Nandodi..	.. Ahmedabad Training College.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
3	9	10	11	12	13
English and Sanskrit.	Matriculated 1871.	2 8 29	2nd Assistant Master, Tanda English School.	40 0 0	
None	.. None ..	2 8 27	Head Master, Vernacular School, Shihor.	40 0 0	From Kattywar Educational Fund.
English, Persian and Hindustani.	Matriculated 1872.	2 7 29	Head Master, Anglo-Vernacular School, Tanda-Adam.	40 0 0	From Local Funds
English, Hindustani Gujarathi and Persian.	Matriculated 1870.	0 3 0	Assistant Master, Anglo-Hindustani, Branch Camp School, Poona.	40 0 0	
English and Persian.	None ..	0 2 19	Hindustani Teacher, Chandanwadi 1st Grade Anglo-Vernacular School, Bombay.	40 0 0	
English and Sanskrit.	F. E. A. 1878.	0 2 6	Sub pro tem, 7th Assistant Master, Ratnagiri High School.	40 0 0	
English	.. None ..	10 8 8	Head Master, Vernacular School, Bhiwadi.	39 12 0	
English	.. None ..	11 1 0	Head Master, 2nd Grade Anglo-Vernacular School, Tasgaon No. 1.	39 8 0	
None	.. None ..	18 10 3	Head Master, Vernacular School, Dakori.	39 4 0	Do.
A little of English.	None ..	17 11 0	Head Master 2nd Grade Anglo-Vernacular School, Parola.	39 0 0	Do.
English and Sanskrit.	None ..	8 4 20	Head Master, Superior Vernacular School, Sangola.	39 0 0	Do.
English	.. Matriculated 1868.	6 8 0	Acting 1st Assistant Master 1st Grade Anglo-Vernacular School, Kalra.	39 0 0	
English	.. None ..	4 6 29	Head Master, Vernacular School, Kalole.	39 0 0	Do.
None	.. None ..	3 10 4	Head Master, Vernacular School, Katargam.	38 13 6	Do.
None	.. None ..	3 8 16	Head Master, Vernacular School, Jalalpur.	38 12 6	Do.
None	.. None ..	11 3 26	Head Master, Vernacular School, Karamsad.	38 10 6	Do.
None	.. None ..	15 7 23	Head Master, Vernacular School, Mandol.	38 2 6	From Kattywar Educational Fund.
None	.. None ..	15 8 0	Head Master, Vernacular School, Ode.	38 1 0	From Local Funds.
None	.. None ..	19 5 29	Head Master, Superior Vernacular School No. 1, Nagar.	38 0 0	Do.
None	.. None ..	18 0 0	Head Master Vernacular School, Dharamgam.	38 0 0	Do.
None	.. None ..	17 5 24	Head Master, Vernacular School, Sadra.	38 0 0	From Nahi Kanta Fund.

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
472	Ramkrishna Hari Balsari ..	38	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
473	Mahadeo Vinayek Shidore..	34	Brahmin	.. Junnar (Poona).	.. Poona Training College.	Marathi ..
474	Govind Vinayak Bhawe ..	29	Brahmin	.. Shiwapur(Poona)	.. Poona Training College.	Marathi ..
475	Govind Shankar Bapat ..	31	Brahmin	.. Ratnágiri ..	.. Poona Training College.	Marathi ..
476	Vithal Mahasakh Desai ..	31	Vania..	.. Kapadwanj ..	.. Ahmedabad Training College.	Gujarathi ..
477	Waman Gopal Kelkar ..	23	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
478	Belkrishna Babaji Karkare ..	34	Brahmin	.. Ratnágiri ..	.. Dhulia Training College.	Marathi ..
479	Vinayek Ramchandra Moghe	38	Brahmin	.. Ratnágiri ..	.. Koliapur High School.	Marathi ..
480	Govind Pandurang Thakar ..	32	Brahmin	.. Dhairi ..	.. Poona Training College.	Marathi ..
481	Gopal Yednashwar Bhide ..	27	Brahmin	.. Evalgund ..	.. Poona Training College.	Marathi ..
482	Ganesh Dhondeo Lele ..	30	Brahmin	.. Gowai ..	.. Poona Training College.	Marathi ..
483	Hidayetalishah Mahomed Shaha.	33	Mahomedan..	.. Rohri ..	.. Sukkur Normal School.	Sindhi ..
484	Trimback Bapuji ..	28	Brahmin	.. Kihim ..	.. Poona High School.	Marathi ..
485	Waman Ramchandra Londhe	32	Brahmin	.. Colaba ..	.. Poona Training College.	Marathi ..
486	Surajram Ramnath Vyas ..	33	Brahmin	.. Mátar ..	.. Ahmedabad Training College.	Gujarathi ..
487	Bhagwanlal Haribhai Vajepura.	29	Kunbi	.. Ahmedabad ..	.. Ahmedabad Training College.	Gujarathi ..
488	Premsachand Vithaldas Mehta.	35	Vania..	.. Mehmabad ..	.. Ahmedabad Training College.	Gujarathi ..
489	Parvya Lingaya ..	51	Lingayat	.. Honidib (Belgaum).	.. Belgaum Vernacular School.	Canarese ..
490	Ballaji Anant Godbole ..	50	Brahmin	.. Wai ..	.. Poona Patshala.	Marathi ..
491	Krishnaji Keshav Sane ..	46	Brahmin	.. Atchare (Ratnágiri)	.. Hubli Mission School.	Marathi ..
492	Ramchandra Balal Joglekar.	36	Brahmin	.. Pand ..	.. Indapur School.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
A little of English.	None	.. 12 5 0	Head Master, Superior Vernacular School, Nandurbár.	38 0 0	From Local Funds.
A little of English.	None	.. 12 3 18	Head Master, Vernacular School, Nasirabad.	38 0 0	Do.
English ..	.. None	.. 10 4 21	Head Master, Superior Vernacular School, Sheogaon.	38 0 0	Do.
English and Sanskrit.	None	.. 7 9 4	4th Assistant Master, Ahmednagar High School.	38 0 0	
English ..	.. None	.. 11 8 0	Head Master, Vernacular School, Kapadwanj.	37 14 0	Do.
Sanskrit ..	None	.. 2 10 9	Head Master, Vernacular School, No. 1, Vingoria.	37 13 0	Do.
A little of English and Hindustani.	None	.. 12 8 19	Sir Master Peint State.	37 5 6	From Peint State Local Funds.
English and Canarese.	None	.. 13 2 5	Head Master, Vernacular School, Ramdurg.	37 0 0	From Ramdurg State.
English and Sanskrit.	None	.. 5 11 0	Head Master, 2nd Grade Anglo-Vernacular School, Junnar.	37 0 0	From Local Funds
None ..	.. None	.. 10 0 27	Head Master, Vernacular School, Ratnágiri.	36 8 0	Do.
None ..	.. None	.. 9 3 7	Head Master, Vitte School.	36 8 0	Rs. 5 as allowance for teaching Night School.
English, Persian and Urdu ..	None	.. 8 7 0	Head Master, Vernacular School, Kolnir Mahomed.	36 0 0	From Local Funds
English ..	.. None	.. 3 6 0	Head Master, Marathi School, Kurnachee.	36 0 0	Do.
English ..	.. None	.. 12 4 14	Head Master, Vernacular School, Tala.	35 12 0	
English and Urdu.	None	.. 11 3 18	Head Master, Vernacular School, Mohol.	35 10 0	Do.
None ..	.. None	.. 7 8 16	Head Master, Vernacular School, Godavi.	35 10 0	Do.
English, Urdu and Sanskrit.	None	.. 13 9 26	Head Master, Vernacular School, Sarasa.	35 4 6	Do.
Marathi ..	.. None	.. 35 2 0	Head Master Anglo-Vernacular School, No. 1, Hongal.	35 0 0	
Sanskrit ..	None	.. 26 10 5	Clerk Deputy Educational Inspector Poona Sub-Division.	35 0 0	
Canarese ..	None	.. 23 10 14	Head Master, Vernacular School, Talikote.	35 0 0	
None ..	.. None	.. 22 1 0	Head Master, Superior Vernacular School, No. 2, Poona.	35 0 0	Do.

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
483	Saksram Bapuset Dandekar.	35	Sonar ..	.. Ratnágiri ..	.. Khed School ..	Marathi ..
484	Lalubhai Motiram Jani ..	37	Brahmin ..	.. Mátar ..	.. Mátar Vernacular School ..	Gujarathi ..
485	Sadasheo Shivram Galatge ..	36	Brahmin ..	.. Belgaum ..	.. Dharwar Normal School ..	Marathi ..
486	Jethashankar Premshanker Joshi.	42	Brahmin ..	.. Surat ..	.. Surat High School.	Gujarathi ..
487	Nandalal Shivalal Oza ..	36	Brahmin ..	.. Junágárh ..	.. Rájkote Vernacular School.	Gujarathi ..
488	Kashinath Laximan Joshi ..	34	Brahmin ..	.. Khed (Poona) ..	.. Poona Training College.	Marathi ..
489	Kevaldas Panachand Parekh.	37	Vania ..	.. Mehmádad ..	.. Ahmedabad Normal Class.	Gujarathi ..
500	Chaganlal Mahashankar Pathak.	40	Brahmin ..	.. Ahmedabad ..	.. Ahmedabad Normal Class.	Gujarathi ..
501	Balwant Vasudeo Joglekar ..	34	Brahmin ..	.. Máhuli ..	.. Satara Vernacular School.	Marathi ..
502	Francis Rebello ..	30	Christian ..	.. Tanna ..	.. Tanna English School.	Portuguese ..
503	Ramchandra Annaji Dixit ..	33	Brahmin ..	.. Kaládgi ..	.. Mangoli School ..	Canarese ..
504	Narayan Damodhar Gune ..	34	Brahmin ..	.. Ratnágiri ..	.. Ratnágiri School	Marathi ..
505	Dosabhai Byramji Hakim ..	27	Parsi ..	.. Surat ..	.. Sir J. J. School ..	Gujarathi ..
506	Chotalal Hergovind Modi ..	32	Vania ..	.. Nariád ..	.. Ahmedabad Training College.	Gujarathi ..
507	Kashava Hari Abhiankar ..	31	Brahmin ..	.. Dharwar ..	.. Belgaum Training College.	Marathi ..
508	Balkrishna Hari Hangday ..	40	Shenvi ..	.. Vingorla ..	.. Vingorla School	Marathi ..
509	Edalji Barjorji Patel ..	29	Parsi ..	.. Surat ..	.. Surat High School and Parsi Panchayet School, Surat.	Gujarathi ..
510	Bhaakar Ganesh Gondhalekar	31	Brahmin ..	.. Dabhol ..	.. Poona Training College.	Marathi ..
511	Naoraji Ardesar Captain ..	32	Parsi ..	.. Surat ..	.. Elphinstone Institution.	Gujarathi ..
512	Yeshwant Abaji Ambedkar ..	30	Parbu ..	.. Ambed ..	.. Poona Training College.	Marathi ..
513	Hari Mahadev Vallankar ..	35	Brahmin ..	.. Saugamner ..	.. Free General Assembly's Institution, Bombay.	Marathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
None	None ..	21 9 0	Head Master, Vernacular School, Tanna.	35 0 0	
None	None ..	18 11 0	Head Master, Vernacular School, Wadhwan.	36 0 0	From Kattywar Educational Fund.
Canarese ..	None ..	18 10 22	Head Master, Anglo-Vernacular School, Shendgi.	35 0 0	
English	None ..	17 4 9	Head Master, Vernacular School VI, Surat.	35 0 0	From Local Funds
None	None ..	16 6 29	Head Master, Vernacular School, Moravi.	35 0 0	From Kattywar Educational Fund.
A little of English.	None ..	16 6 0	Head Master, Superior Vernacular School, Shirpur.	35 0 0	From Local Funds.
None	None ..	15 8 23	Head Master, Vernacular School, Dhandhuka.	35 0 0	Do.
None	None ..	15 5 0	Head Master, Vernacular School No. VI, Ahmedabad	35 0 0	Do.
None	None ..	14 5 4	Head Master, Satara No. 1 School.	35 0 0	Rs. 5 as allowance for teaching Night School.
English and Marathi.	None ..	12 6 24	Head Master, Tanna Portuguese School.	35 0 0	
Marathi	None ..	12 5 5	Head Master, Vernacular School, No. 1, Kalsdgi.	35 0 0	
Canarese ..	None ..	12 3 0	Head Master, Anglo-Vernacular School, Indi.	35 0 0	
English and Persian.	None ..	12 0 28	Sub pro tem. 2nd Assistant Master, Branch School No. 1, Surat.	35 0 0	
None	None ..	11 11 0	Head Master, Vernacular School, Bhadole.	35 0 0	From Local Funds
Canarese ..	None ..	11 8 9	Head Master, Anglo-Vernacular School, Oompta.	35 0 0	
None	None ..	11 8 6	Head Master, 2nd Grade Anglo-Vernacular School, Talegaon Dabhade.	35 0 0	Do.
English	None ..	11 8 0	2nd Assistant Master, Branch School, No. 2, Surat.	35 0 0	
English	None ..	11 7 15	Head Master, 2nd Grade Anglo-Vernacular School, Uran.	35 0 0	
English	None ..	11 5 0	1st Assistant, Chandanwadi, 1st Grade Anglo-Vernacular School, Bombay.	35 0 0	
English	None ..	11 3 25	Head Master, Superior Vernacular School, Talegaon Dabhade.	35 0 0	
English	None ..	11 0 22	3rd Assistant Master, Jugganath Sankersett 1st Grade Anglo-Vernacular School, Bombay.	35 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
514	Bhimrao Sobrac Ganjiwalli ..	33	Brahmin	.. Madras ..	.. Trivanram Free School and Cannanore Normal School.	Canarese ..
515	Narayan Dhondo Joshi ..	33	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
516	Rango Balkrishna Mangorkar.	33	Brahmin	.. Kuroli ..	.. Poona Mission School.	Marathi ..
517	Gopal Vithal Apte ..	31	Brahmin	.. Sangli ..	.. Belgaum High School.	Marathi ..
518	Ravansiddappa Dhondappa ..	29	Lingayet	.. Soundatti ..	.. Belgaum Training College.	Canarese ..
519	Lalubhai Gorandoram Tarvadi.	35	Brahmin	.. Kaparwanj ..	.. Kaparwanj Vernacular School	Gujarathi ..
520	Chunilal Valabhai Dhru ..	30	Brahmin	.. Virangam ..	.. Rajkote English School.	Gujarathi ..
521	Vinayak Parashrami Datar..	31	Brahmin	.. Lakshmeshwar ..	.. Dharwar English School.	Marathi ..
522	Ramchandra Narayan Patre.	39	Parba..	.. Kolhapur ..	.. Kolhapur School and Money Institution, Bombay.	Marathi ..
523	Ranchoddas Nagardas Motadar.	28	Patidar	.. Umreth ..	.. Ahmedabad High School.	Gujarathi ..
524	Vishwanath Chintaman Gore.	29	Brahmin	.. Poona ..	.. Poona High School.	Marathi ..
525	Jagannath Jivanram Bhat ..	25	Brahmin	.. Mota ..	.. Elphinstone High School.	Gujarathi ..
526	Anant Vishwanath Chhatre ..	48	Brahmin	.. Miraj ..	.. Miraj and Satara Schools.	Marathi ..
527	Chaganlal Bhukanji Tarvadi.	29	Brahmin	.. Wadasinor ..	.. Ahmedabad Training College.	Gujarathi ..
528	Belaji Shridar Sahaarabudhe.	27	Brahmin	.. Satara ..	.. Satara English School and Poona High School.	Marathi ..
529	Atmaram Moreswar Thakar	31	Brahmin	.. Munachee ..	.. Ratnagiri School.	Marathi ..
530	Ramchandra Balkrishna School.	27	Brahmin	.. Poona ..	.. Poona and Elphinstone High Schools.	Marathi ..
531	Bhagvandass Brighbunkhandass Gandhi.	27	Vania..	.. Surat ..	.. Surat High School, Elphinstone College, & Dr. Wilson's Institution.	Gujarathi ..
532	Vinayak Anant Bapat ..	26	Brahmin.	.. Poona ..	.. Deccan College.	Marathi ..
533	Parameshwar Sankar Vijurkar.	26	Saraswat Brahmin.	.. Bijurkundapur ..	.. Carwar English School.	Canarese ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English, Tamil, Telengi, and Mallialom.	None ..	11 0 5	Master, Practising School, Dharwar Training College.	35 0 0	
English and Sanakrit.	None ..	11 0 0	Teacher, Poona Training College.	35 0 0	
English ..	None ..	10 5 0	Head Master, Vernacular School No. 1, Murbade.	35 0 0	
English and Canarese.	None ..	10 5 0	Head Master, Anglo-Vernacular School, Bijapur.	35 0 0	
Marathi ..	None ..	10 5 0	Head Master, Vernacular School, Sumpgaon.	35 0 0	
None ..	None ..	10 2 27	Head Master, Vernacular School, Junagarh.	35 0 0	
English ..	Matriculated 1869.	9 10 19	Head Master, 2nd Grade, Anglo-Vernacular School, Dhrol.	35 0 0	From Kattywar Educational Fund.
English and Canarese.	None ..	9 9 0	1st Assistant, 1st Grade, Anglo-Vernacular School, Dharwar.	35 0 0	
English ..	None ..	8 4 12	Head Master, Anglo-Vernacular School, Kolhapur.	35 0 0	From Kolhapur State.
English ..	Matriculated 1867.	7 7 22	1st Assistant Master, 1st Grade, Anglo-Vernacular School, Virangam.	35 0 0	
English ..	None ..	7 7 8	2nd Clerk, Educational Inspector, Central Division's Office.	35 0 0	
English ..	None ..	7 2 25	Sub pro tem, Head Master Branch School, Rajkore.	35 0 0	From Kattywar Educational Fund.
Canarese and Sanskrit.	None ..	7 2 24	Sanskrit Teacher, Belgaum High School.	35 0 0	
English ..	None ..	7 2 11	Head Master, Vernacular School, Dhohad.	35 0 0	From Local Funds.
English and a little of Sanskrit.	Matriculated 1867.	7 1 0	4th Assistant Master, Satara High School.	35 0 0	
English ..	Matriculated 1868.	6 9 17	8th Assistant Master, Ratnagiri High School.	35 0 0	
English ..	Matriculated 1869.	6 6 12	1st Assistant, 1st Grade, Anglo-Vernacular School, Pandharpur.	35 0 0	
English and Latin.	Matriculated 1868.	5 0 25	1st Assistant Master, 1st Grade, Anglo-Vernacular School, Camp Poona.	35 0 0	
English and Latin.	Matriculated 1868.	4 9 0	13th Assistant Master, Poona High School.	35 0 0	
Konkani, and English.	None ..	4 3 17	Head Master Anglo-Vernacular School, Yellapur.	35 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
534	Edulji Jamsetji Mistri	25	Parsi ..	Bombay ..	Elphinstone Col- lege.	Gujarathi ..
535	Dulabram Pravalubdas Sutaria.	25	Vania ..	Khandesh ..	Broach and Surat High School.	Gujarathi ..
536	Durgashankar Yerala.	23	Brahmin ..	Junagarh ..	Rajkote High School.	Gujarathi ..
537	Odhavji G. Kankotia	23	Luhana ..	Rajkote ..	Kattywar School.	High Gujarathi ..
538	Ganesh Shankar Dravid	28	Brahmin ..	Kolhapur ..	Kolhapur School.	High Marathi ..
539	Bapatram Navanitram Meheta.	34	Kayast ..	Surat ..	Surat School.	High Gujarathi ..
540	Vrandsandas Tukaram Valdiya.	25	Brahmin ..	Chorwad ..	Rajkote High School.	Gujarathi ..
541	Atmasing Aimal Ramchand- rani.	21	Aml ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
542	Vishnu Ramchandra Lalit	26	Brahmin ..	Ratnagiri ..	Elphinstone Col- lege.	Marathi ..
543	Balwant Vighnu Bhide	24	Brahmin ..	Tasgaon ..	Deccan College ..	Marathi ..
544	Gangashankar Mayaram Pandya.	30	Brahmin ..	Kanitha ..	Ahmedabad Training Col- lege.	Gujarathi ..
545	Vinayak Yeshwant Birde	51	Brahmin ..	Harpude ..	Bombay Ver- nacular School No. 1.	Marathi ..
546	Hargovind Shivashankar Tavadi.	31	Brahmin ..	Kapadwanj ..	Kapadwanj Ver- nacular School	Gujarathi ..
547	Appaji Babaji Joshi	31	Brahmin ..	Lakshmeshwar, Ratnagiri.	Poona Training College.	Marathi ..
548	Ramchandra Pandurang Bhaskar.	29	Brahmin ..	Satara ..	Poona Training College.	Marathi ..
549	Krishnaji Vital Kshirsagar	27	Brahmin ..	Sholapur ..	Poona Training College.	Marathi ..
550	Shaik Imam Valad Shaik Mahomed.	39	Mahomedan ..	Ludians ..	Ludiana School.	Hindustani ..
551	Hari Kesheo Vaidya	29	Brahmin ..	Khandesh ..	Dhulia Training School.	Marathi ..
552	Khandu Chintaman Vadekar.	41	Brahmin ..	Poona ..	Poona Govern- ment School.	Marathi ..
553	Vashudeva Ramchandra Paribankar.	39	Brahmin ..	Pathan ..	Nagar Marathi School.	Marathi ..
554	Abdul Rauf Mahomed Saleh.	44	Mahomedan ..	Naushahro ..	Hyderabad Nor- mal School.	Sindhi ..
555	Trimback Balkrishna Gow- tam.	36	Brahmin ..	Nasik ..	Lukni Govern- ment School.	Marathi ..

Other Languages known.		University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8		9	10	11	12	13
			Yrs. m. d.		Rs. a. p.	
English and Latin.	and	Matriculated 1867.	3 9 29	5th Assistant Master, Fort Branch School, Bombay.	35 0 0	
English Sanskrit.	and	Matriculated 1871.	3 9 4	2nd Assistant Master, Branch School No. 1, Ahmedabad.	35 0 0	
English ..	..	Matriculated 1871.	3 8 2	4th Assistant Master, High School, Junagarh.	35 0 0	From Kattywar Educational Fund.
English ..	..	Matriculated 1871.	3 6 28	4th Assistant Master, Kattywar High School.	35 0 0	
English and Sanskrit.	and	Matriculated 1871.	3 4 28	Acting 6th Assistant Master, Rājāram High School, Kolhāpur.	35 0 0	From Kolhāpur State.
English ..	..	Matriculated 1872.	2 5 34	Provisional 2nd Assistant Master, 2nd Grade, Anglo-Vernacular School, Balsar.	35 0 0	
English ..	..	Matriculated 1872.	2 4 0	5th Assistant Master, Junagarh High School.	35 0 0	From Kattywar Educational Fund.
English, Persian and Hindustani.		Matriculated 1873.	1 5 29	6th Assistant Master, Shikārpur High School.	35 0 0	
English, Persian Gujarathi and Sanskrit.		Matriculated 1868.	1 3 3	Persian Teacher, Broach High School.	35 0 0	
English and Sanskrit.	and	F.E.A. 1872.	0 3 22	Acting 5th Assistant Master, Satara High School.	35 0 0	
English and Latin.	and	None ..	11 8 22	Head Master, Vernacular School, Virsad.	34 1 6	From Local Funds
None ..	..	None ..	33 7 7	Head Master, Kamatipura 2nd Grade Anglo-Vernacular School, Bombay.	34 0 0	
None ..	..	None ..	12 10 0	Head Master, Vernacular School, Edar.	34 0 0	From Edar State.
English ..	..	None ..	10 4 6	Head Master, Superior Vernacular School, Parner.	33 8 0	From Local Funds.
English ..	..	None ..	7 2 12	Head Master, Vernacular School, Dahannu.	33 8 0	
English ..	..	None ..	7 1 28	Head Master, Superior Vernacular School, Yeola, No. 1.	33 8 0	From Local Funds.
Marathi ..	..	None ..	7 3 20	Gymnastic Master, Rājāram High School, Kolhāpur.	33 5 0	From Kolhāpur State.
None ..	..	None ..	12 6 18	Head Master, Superior Vernacular School, Nizampur.	33 3 6	From Local Funds.
None ..	..	None ..	24 5 13	Head Master, Superior Vernacular School, Chandwad.	33 0 0	Do. do.
English ..	..	None ..	19 4 15	Head Master, Superior Vernacular School, Chalisgam.	33 0 0	From Local Funds
Arabic, Persian and Urdu.		None ..	18 4 18	Head Master, Vernacular School, Naushahro.	33 0 0	Do. do.
None ..	..	None ..	16 6 9	Head Master, Superior Vernacular School, Nāsik.	33 0 0	Do. do.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
556	Shambhuram Ksandas Desai.	33	Brahmin	.. Broach ..	.. Broach Vernacular School No. 1.	Gujarathi ..
557	Bapuji Govind Parke ..	35	Brahmin	.. Khandesh ..	.. Dhulia Marathi School.	Marathi ..
558	Govind Ganesh Shiradkar ..	37	Brahmin	.. Nagar ..	.. Poona Training College.	Marathi ..
559	Vishnu Govind Abhiankar ..	38	Brahmin	.. Ratnagiri ..	.. Poona Training College.	Marathi ..
560	Narayan Tatfaji Newaskar ..	28	Brahmin	.. Násik ..	.. Násik English School.	Marathi ..
561	Damodhar Sitaram Joshi ..	30	Brahmin	.. Poona ..	.. Poona Training College.	Marathi ..
562	Bhikaji Bhaskar Dandekar ..	24	Brahmin	.. Tanna ..	.. Poona Training College.	Marathi ..
563	Ratnaji Sarbhai Desai ..	31	Brahmin	.. Kabawadi ..	.. Surat Training College.	Gujarathi ..
564	Govind Hari Ghanekar ..	30	Brahmin	.. Bassein ..	.. Poona Training College.	Marathi ..
565	Sitaram Trimbak Athale ..	30	Brahmin	.. Satara ..	.. Poona Training College.	Marathi ..
566	Bhikaji Anant Shende ..	46	Brahmin	.. Gowal ..	.. Poona Training College.	Marathi ..
567	Atmaram Leximan Bapat ..	33	Brahmin	.. Belgaum ..	.. Belgaum School.	Marathi ..
568	Damodardas Ghelabhai Mehta.	32	Vania ..	.. Broach ..	.. Broach Vernacular School No. 1.	Gujarathi ..
569	Krishnaji Govind ..	30	Brahmin	.. Kolhápúr ..	.. Kolhápúr School.	Marathi ..
570	Abdul Karim Mahomed ..	26	Mahomedan	.. Matári ..	.. Hyderabad Normal School.	Sindhi ..
571	Thacordas Nourotamdas Dalal.	25	Vania ..	.. Surat ..	.. Surat High School.	Gujarathi ..
572	Pranajivan Tulajiram Sukal.	27	Brahmin	.. Mandvi ..	.. Surat Training School.	Gujarathi ..
573	Ramchandra Vishnu Paranjpe.	28	Brahmin	.. Mordí ..	.. Poona Training College.	Marathi ..
574	Gul-Mahomed Golamrasul ..	27	Mahomedan	.. Shikárpúr ..	.. Sukkur Normal School.	Sindhi ..
575	Balaji Govind Kane ..	27	Brahmin	.. Ratnagiri ..	.. Poona Training College.	Marathi ..
576	Sivaram Visram Parbhu ..	38	Brahmin	.. Vallawale ..	.. Poona Training College.	Marathi ..
577	Keshava Apaji Urde ..	23	Brahmin	.. Pandarin ..	.. Poona Training College.	Marathi ..

Other Languages Known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. n. p.	
None	None ..	16 4 8	Head Master, Vernacular School, Broach.	33 0 0	From Local Funds.
English	None ..	16 3 25	Head Master, Superior Vernacular School, Viramgam.	33 0 0	Do.
English	None ..	13 11 25	Head Master, Superior Vernacular School, Pimpalner.	33 0 0	Do.
English	None ..	11 8 25	Head Master, Superior Vernacular School, Ravai.	33 0 0	Do.
English and Sanskrit.	None ..	10 5 8	Head Master, Superior Vernacular School, Akola.	33 0 0	Do.
English and Sanskrit.	None ..	8 4 17	Head Master, 2nd Grade Anglo-Vernacular School, Sangamner.	33 0 0	Do.
English	None ..	4 4 15	Head Master, Superior Vernacular School, Kopargaon.	33 0 0	Do.
None	None ..	8 10 0	Head Master, Vernacular School, Kharsad.	32 15 0	Do.
English	None ..	8 4 25	Head Master, Superior Vernacular School, Stunar.	32 11 11	Do.
None	None ..	4 10 1	Head Master, Ashta, No. I. School.	32 8 0	
None	None ..	20 10 9	Head Master, Mhaswad, No. I. School.	32 0 0	
Canarese	None ..	14 7 0	Head Master, Anglo-Vernacular School, Nipani.	32 0 0	
None	None ..	14 3 25	Head Master, Vernacular School No. III., Broach.	32 0 0	Do.
English	None ..	11 5 0	Head Master, Anglo-Vernacular School, Khanapur.	32 0 0	
Persian Urdu.	None ..	5 9 13	Head Master, Anglo-Vernacular School, Lakh.	33 0 0	Do.
English	Matriculated 1871.	3 4 20	6th Assistant Master, Broach High School.	32 0 0	
None	None ..	9 10 0	Head Master, Vernacular School, Walod.	31 13 0	Do.
None	None ..	9 4 13	Head Master, Miraj School.	31 8 0	
Persian, Urdu and a little of English.	None ..	8 1 29	Assistant Master, Anglo-Vernacular School, Larkana.	31 0 0	Do.
None	None ..	8 10 19	Head Master, Superior Vernacular School, Bodwad.	30 10 0	Do.
None	None ..	14 10 0	Head Master, Arwli Shiroda School.	30 8 0	Do.
None	None ..	2 10 8	Head Master, No. I. School, Ratnagiri.	30 4 0	Do.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1		3	4	5	6	7
578	Bimaji Balaji Bailhongot ..	52	Brahmin ..	Ranibednur ..	Dharwar School.	Canarese ..
579	Ghudusing bin Shivaramsing.	46	Rájpút ..	Dharwar ..	Dharwar School.	Hindustani ..
580	Kesho Vithal Damle ..	45	Brahmin ..	Sangam ..	Chiplun School.	Marathi ..
581	Nagindas Melchand Nana-vati.	40	Vanis ..	Surat ..	Surat High School.	Gujarathi ..
582	Balaji Kondeo Ghanekar ..	45	Brahmin ..	Wai (Satara) ..	Poona Pathshala	Marathi ..
583	Nagindas Narberam Meheta.	38	Vanis ..	Surat ..	Surat Vernacular School No. 1.	Gujarathi ..
584	Ragonath Shivaram Gurjar..	42	Brahmin ..	Kalwan (Ratnágiri).	Amechandwadi Vernacular School, Bombay.	Marathi ..
585	Hari Laxumon Khare ..	40	Brahmin ..	Dhabol ..	Dhabol School..	Marathi ..
586	Wáman Ganesh Joshi ..	42	Brahmin ..	Násik ..	Chandore School	Marathi ..
587	Revasankar Ambaram Bhat.	37	Brahmin ..	Memadabad ..	Guzarat Training College.	Gujarathi ..
588	Keshava Ramkrishna Suka-tankar.	35	Goud Brahmin	Málegaon ..	Poona Mission School.	Marathi ..
589	Govind Chimanaji Karkare..	37	Brahmin ..	Kanápur ..	Jamboti School.	Marathi ..
590	Bhikaji Balaji Paranjpe ..	39	Brahmin ..	Ratnágiri ..	Satara School ..	Marathi ..
591	Virajlal Govarisankar Dave.	40	Brahmin ..	Umreth..	Umreth Vernacular School.	Gujarathi ..
592	Jivaram Mahadev Jani ..	37	Brahmin ..	Morabi ..	Rajkote Vernacular School.	Gujarathi ..
593	Laxuman Govind Bhosekar.	34	Brahmin ..	Báramati ..	Báramati Vernacular School.	Marathi ..
594	Mahadev Venayak Joglekar.	35	Brahmin ..	Nárel ..	Kalyán School ..	Marathi ..
595	Maheshar Ichharam Bhat ..	35	Brahmin ..	Umreth..	Umreth Vernacular School.	Gujarathi ..
596	Yedneshwar Venkaji Joshi ..	37	Brahmin ..	Kernur (Kaládgí).	Dharwar Normal Class.	Canarese ..
597	Govind Sakaram Tambolkar.	33	Brahmin ..	Tambol (Sholapur).	Mohol School ..	Marathi ..
598	Hargovindas Rajaram Parekh.	38	Vanis ..	Balsar ..	Balsar Vernacular School.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
Marathi..	None	32 3 0	Head Master, Vernacular School, Ranibednur.	30 0 0	
Marathi and Canarese.	None	30 4 0	Head Master, Vernacular School, Morab.	30 0 0	
None	None	27 3 0	Head Master, Vernacular School, Khed.	30 0 0	From Local Funds.
English	None	22 7 5	Head Master, Vernacular School No. 8, Surat.	30 0 0	Do.
Sanskrit	None	21 8 0	Sanskrit Teacher, Dhulia High School.	30 0 0	
None	None	20 4 29	Head Master, Vernacular School No. 3, Surat.	30 0 0	Do.
None	None	19 8 0	Head Master, Chandwadi Vernacular School, Bombay.	30 0 0	
None	None	19 4 22	Head Master, Vernacular School, Sholapur.	30 0 0	
None	None	19 4 18	Head Master, Superior Vernacular School, Ozar.	30 0 0	Do.
English	None	19 3 25	Head Master, Female Training School, Ahmedabad.	30 0 0	
English and Sanskrit	None	19 2 13	Head Master, Superior Vernacular School No. 4, Poona.	30 0 0	Do.
Canarese	None	19 2 0	Head Master, Vernacular School, Supa.	30 0 0	
None	None	19 1 15	Head Master, Vernacular School, Nagar.	30 0 0	
None	None	19 0 2	Head Master, Vernacular School, Godhra.	30 0 0	Do.
None	None	18 5 25	Head Master, Vernacular School, Porbandar.	30 0 0	From Kattywar Educational Fund.
None	None	18 2 21	Head Master, Satara, No. III. School.	30 0 0	From Local Funds.
None	None	17 8 1	Head Master, Vernacular School, Tarapur.	30 0 0	
None	None	17 5 12	Head Master, 2nd Grade. Anglo-Vernacular School, Mohara.	30 0 0	From Kattywar Educational Fund.
Marathi..	None	17 3 10	Head Master, Vernacular School, Gadag.	30 0 0	
Canarese	None	16 5 9	Head Master, Vernacular School, Muddebihal.	30 0 0	
None	None	15 3 0	Head Master, Vernacular School, Balsar.	30 0 0	From Local Funds.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
599	Shridhar Vagudeva Bhide ..	28	Brahmin	.. Poona ..	.. Poona High School.	Marathi ..
600	Ganesh Balkrishna Panalkar.	32	Brahmin	.. Kolhapur ..	.. Kolhapur English School	Marathi ..
601	Shivamram Ragunath Molay	34	Brahmin	.. Ratnágiri ..	.. Shivener Vernacular School	Marathi ..
602	Ramchandra Hari Vaidya ..	33	Brahmin	.. Lawgan ..	.. Ratnágiri School	Marathi ..
603	Garappa Appa Murtali ..	37	Lingayat	.. Kagal ..	.. Belgaum Training College.	Canarese ..
604	Laxumon Gangadhar Phadke	46	Brahmin	.. Wai ..	.. Satara Vernacular School.	Marathi ..
605	Gurpadappa Rudrappa Pujari	29	Lingayat	.. Hulgur (Dharswar).	.. Belgaum Training College.	Canarese ..
606	Antaji Ramchandra Kelkar.	34	Brahmin	.. Ambere (Ratnágiri.)	.. Tásgaon School.	Marathi ..
607	Anaji Sheshgiri Belgaumkar.	36	Lingayat	.. Kurundwád ..	.. Belgaum Training College.	Canarese ..
608	Ramchandra Balkrishna Datey.	34	Brahmin	.. Poona ..	.. Poona High School.	Marathi ..
609	Keshoo Venayak Bhide ..	45	Brahmin	.. Satara ..	.. Poona High School.	Marathi ..
610	Ganesh Balal Athavele ..	37	Brahmin	.. Satara ..	.. Poona and Satara Schools.	Marathi ..
611	Vishwanath Valabram Shastri.	54	Brahmin	.. Surat ..	.. Private School.	Gujarathi ..
612	Balkrishna Mansukram Tarvadi.	31	Brahmin	.. Wadasinor ..	.. Ahmedabad Training College.	Gujarathi ..
613	Moro Naryon Godbolé ..	33	Brahmin	.. Murud (Ratnágiri).	.. Ratnágiri School	Marathi ..
614	Jaykrishna Mayashankar Vyas.	31	Brahmin	.. Ahmedabad ..	.. Ahmedabad High School.	Gujarathi ..
615	Baghunath Yeshwant Deotrat.	47	Brahmin	.. Poona ..	.. Poona School No. 2.	Marathi ..
616	Ghelabhai Pranshankar Vaidya.	35	Brahmin	.. Bardoli ..	.. Surat High School.	Gujarathi ..
617	Dalpatram Dayabhai Tarvadi.	56	Brahmin	.. Wadhwan ..	.. Private Tuition.	Gujarathi ..
618	Damodhar Bhagvandas Gazar.	37	Gujarati Hindu.	.. Satara ..	.. Poona Training College.	Gujarathi ..

Other Languages Known	Under any Standing, Honours, &c., if any	Period of Service in the Department	Present Appointment	Monthly Salary	Remarks
8	9	10	11	12	13
		Xrs. m. d.		Rs. & p.	
English ..	None	15 0 0	Head Master, Superior Vernacular School, Sindkheda.	30 0 0	From Local Funds.
English ..	None	14 9 26	2nd Assistant Master, 1st Grade, Anglo-Vernacular School, Kolhapur.	30 0 0	Was out of employ from 1st October to 26th February 1872. Paid from Kolhapur State Rs. 5 as allowance for teaching night schools.
None	None	14 7 21	Head Master, Walva School.	30 0 0	
None	None	14 2 2	Marathi Clerk, District Educational Inspector, Raigad Sub-Division.	30 0 0	
Marathi ..	None	14 0 0	Head Master, Vernacular School, Ron.	30 0 0	
None	None	13 6 0	Clerk, Deputy Educational Inspector, Satara.	30 0 0	
Marathi ..	None	13 5 0	Head Master, Vernacular School, Shiggaon.	30 0 0	
Chinese	None	13 5 0	Head Master, Vernacular School, Sarkeshwar.	30 0 0	
Marathi ..	None	13 3 0	Head Master, Vernacular School, Siddapur.	30 0 0	
None	None	12 11 0	Head Master, Superior Vernacular School, Barseil.	30 0 0	From Local Funds.
English and Sanskrit	None	12 7 0	Head Master, Superior Vernacular School, Vinchur.	30 0 0	Do.
Chinese	None	12 6 18	Head Master, Vernacular School No. 1, Parwati.	30 0 0	
Sanskrit and Marathi	None	11 8 28	Sanskrit Teacher, Surat High School.	30 0 0	
English ..	None	11 5 26	1st Assistant Master, Gujarathi Central School, Baroda.	30 0 0	From Baroda State.
English ..	None	11 5 6	Head Master, Vernacular School, Nargund.	30 0 0	
English ..	None	11 1 0	2nd Assistant Master, Branch School No. 2, Ahmedabad.	30 0 0	
Chinese	None	10 11 24	Head Master, Vernacular School, Hingund.	30 0 0	
English ..	None	10 10 31	Head Master, Vernacular School, Bardol.	30 0 0	From Local Funds.
None	None	10 10 0	Teacher of Poetry, Ahmedabad Training College.	30 0 0	
English and Marathi	None	10 3 20	6th Assistant Master, Safara High School.	30 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
610	Fakirji Sorabji Memdrota..	31	Paral ..	Memdroi (Surat)	Elphinstone High School.	Gujarathi ..
620	Himratram Gopibhai Desai ..	32	Brahmin ..	Olpad ..	Elphinstone High School.	Gujarathi ..
621	Krishnaji Anant Javekar ..	32	Brahmin ..	Dingvi ..	Poona Training College.	Marathi ..
622	Pranjiwan Ramnarayan Desai ..	29	Brahmin ..	Olpad ..	Training School, Surat.	Gujarathi ..
623	Ganesh Balkrishna Dalvi ..	30	Goud Brahmin.	Hanbinal ..	Dharwar High School.	Marathi ..
624	Hari Mukund Gupta ..	30	Parbhu ..	Kolhapur ..	Kolhapur High School.	Marathi ..
625	Shantaya Manjunath Honawar.	31	Saraswat Brahmin.	Nagar (Mysore)	Honawar School.	Konkani ..
626	Ragnath Gopuji Kolathkar ..	34	Brahmin ..	Chinchony ..	Powad School.	Marathi ..
627	Venkatramanacharya Narayancharya Shirhatikar.	44	Brahmin ..	Shirhatti (Sangli)	Late Poona Sanskrit College.	Canarese ..
628	Maniklal Brijbhikandas Kaje.	34	Vania ..	Surat ..	Surat English School.	Gujarathi ..
629	Atmaram Mayahsankar ..	37	Brahmin ..	Surat ..	Surat Gujarathi School.	Gujarathi ..
630	Vasudeva Anant Cumpia ..	30	Goud Brahmin.	Honawar ..	Honawar School.	Konkani ..
63	Subamo Shamaya Haldikar.	32	Brahmin ..	Haldipur ..	Honawar School.	Konkani ..
632	Krishnaji Mahadeva Sawant.	29	Mahratta ..	Malwan ..	Elphinstone Institution.	Marathi ..
633	Abdul Latif Gulam Husain.	29	Mahomedan ..	Tatta ..	Hyderabad Normal School.	Sindhi ..
634	Fakirbhai Haribhai Marfatia	29	Brahmin ..	Broach ..	Baroda School.	High Gujarathi ..
635	Trinback Sadashiva Gokhle.	36	Brahmin ..	Gurhoseer ..	Dharwar and Kolhapur Schools.	Marathi ..
636	Tiraldas Kismatrai ..	27	Amli ..	Hyderabad ..	Hyderabad High School.	Urdu ..
637	Gavarrishankar Malaji Tarvadi.	36	Brahmin ..	Ujan ..	Ahmedabad High School.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	None ..	10 7 11	4th Assistant Master, 1st Grade Anglo-Vernacular Goeldas Tejpal School, Bombay.	50 0 0	
English ..	None ..	10 7 9	5th Assistant Master, 1st Grade Anglo-Vernacular Goeldas Tejpal School, Bombay.	50 0 0	
None ..	None ..	10 4 5	Head Master, Superior Vernacular School No. 1, Dhulia.	50 0 0	From Local Funds.
English ..	None ..	16 0 0	Head Master, Sojitra Gujarati School, Baroda.	50 0 0	From Baroda State.
English ..	and None ..	10 0 0	Assistant Master, 1st Grade Anglo-Vernacular School, Karwar.	50 0 0	
English ..	None ..	9 10 0	Head Master, Girls' School, Kolhapur.	50 0 0	Paid From Kolhapur State.
English ..	and None ..	9 6 15	Head Master, Vernacular School, Bankikodda.	50 0 0	
None ..	None ..	9 6 13	Karkun, Educational Inspector, Central Division's Office.	50 0 0	
Sanskrit ..	and None ..	9 4 0	Guru Sangli Vyakarna (Grammar).	50 0 0	From Sangli State.
None ..	None ..	9 3 13	Head Master, Vernacular School, Rajkote.	50 0 0	From Kattywar Educational Fund.
None ..	None ..	9 3 0	Head Master, Fort No. 1 School, Bombay.	50 0 0	
English ..	and None ..	9 4 16	Head Master, Anglo-Vernacular School, Honawar.	50 0 0	
English ..	and None ..	9 1 10	Head Master, Anglo-Vernacular School, Bhatkal.	50 0 0	
English ..	None ..	9 0 0	Head Master, Anglo-Vernacular School, Bowra and Kolhapur Infantry.	50 0 0	From Kolhapur State, 3 months in the Accountant-General's Office.
English, Persian ..	None ..	8 11 5	Head Master, Vernacular School, Bhirdi.	50 0 0	From Local Funds.
English ..	None ..	8 10 19	Head Master, Kadi Gujarathi School, Baroda.	50 0 0	From Baroda State.
English ..	and None ..	8 9 24	Second Assistant Master, 1st Grade, Anglo-Vernacular School, Hubli.	50 0 0	
English, Persian ..	None ..	8 2 0	Second Assistant Master, N. J., Anglo-Vernacular School, Kurrachee.	50 0 0	
None ..	None ..	8 2 0	Head Master, Vernacular School, Palampur.	50 0 0	From Palampur State.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated	Vernacular
1	2	3	4	5	6	7
638	Fatschand Vasamul ..	28	Amil ..	Hyderabad (Sind).	Hyderabad High School	Sindhi ..
639	Shivram Ramkrishna Nija- sare.	31	Brahmin ..	Ratnagiri ..	Poona High School.	Marathi ..
640	Sadashiva Balvant Kalay ..	37	Brahmin ..	Poona ..	Poona School.	Marathi ..
641	Raghunath Bhaskar Datar ..	38	Brahmin ..	Ratnagiri ..	Poona High School.	Marathi ..
642	Dahabhai Anbaram Parekh.	38	Vania ..	Surat ..	Surat Training College.	Gujarathi ..
643	Ramkrishna Wasudew Tale- kar.	39	Brahmin ..	Ratnagiri ..	Poona Training College.	Marathi ..
644	Baxrai Nanikram ..	39	Amil ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
645	Virbhadrappa Andenappa ..	29	Lingayat ..	Belgaum ..	Belgaum Mission School.	Canarese ..
646	Gopal Ramchandra Vaze ..	29	Brahmin ..	Gohagar ..	Ratnagiri High School.	Marathi ..
647	Krishnaji Kasinath Joshi ..	31	Brahmin ..	Satara ..	Deccan College.	Marathi ..
648	Baba Bhaskar Lele ..	38	Brahmin ..	Nachare ..	Ratnagiri High School.	Marathi ..
649	Govind Kasinath Pawar ..	28	Marathi ..	Inchal Karanj ..	Kolhapur High School.	Marathi ..
650	Harilal Mansukram Parekh.	25	Vania ..	Nariad ..	Surat High School.	Gujarathi ..
651	Tukaram Nagesh Shrim- bekar.	24	Brahmin ..	Salshirimbay ..	Poona Training College.	Marathi ..
652	Hasan Damumal ..	28	Bagio ..	Bhiral ..	Hyderabad Nor- mal School.	Sindhi ..
653	Syed Mohamed Valli Moha- med.	27	Musalman ..	Belgaum ..	Dharwar Eng- lish School.	Hindustani ..
654	Mo- ro Vishwanath Lowickar.	19	Brahmin ..	Lowlee ..	Ratnagiri High School.	Marathi ..
655	Totlal Jeshab Mahadevia ..	23	Vania ..	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..
656	Yandarinath Laxuman Bha- tri.	27	Brahmin ..	Sholapur ..	Sholapur Eng- lish School.	Marathi ..
657	Vishnu Parashram Mahisakar.	24	Brahmin ..	Ramdurg ..	Belgaum Train- ing College.	Marathi ..
658	Bapalal Maheshankar Bhat ..	28	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	
		Yrs. m. d.		Rs. a. p.	
English, Persian, Hindustani and Sanskrit.	None	8 7 0	2nd Assistant Master, Vernacular School, Ahmedabad.		
English ..	Matriculated 1869.	8 4 20	Head 2nd Grade Anglo-Vernacular School, Bombay.	30 0 0	
English ..	None	8 4 0	4th Clerk, Director of Public Instruction's Office.	30 0 0	
English ..	None	8 3 0	Head Master, Vernacular School, Mangalvada.	30 0 0	From State.
None ..	None	7 8 0	Head Master, Vernacular School No. IX, Surat.	30 0 0	From Local Funds.
None ..	None	7 5 0	Head Master, Superior Vernacular School, Shendarni.	30 0 0	From Local Funds.
Hindi ..	None	7 4 15	Assistant Master, Anglo-Vernacular School, Umekot.	30 0 0	Paid from Local Funds.
Gujarathi ..	None	7 2 2	Head Master, Vernacular School No. I, Dharwar.	30 0 0	
English ..	Matriculated 1869.	7 1 23	4th Assistant Master, Jagannath Sankersett, 1st Grade Anglo-Vernacular School, Bombay.	29 0 0	
English and Sanskrit.	Matriculated 1868.	6 10 0	7th Assistant Master, Satara High School.	30 0 0	
English ..	Matriculated 1868.	6 9 7	8th Assistant Master, Ratnagiri High School.	30 0 0	
English ..	None	6 8 14	Tutor to the sons of the Chief of Torgai.	30 0 0	From State.
English ..	Matriculated 1870.	6 7 27	Head Master, Chaudanwadi Gujarathi School, Bombay.	30 0 0	
English ..	None	6 5 6	Head Master, Superior Vernacular School, Narayangaon.	30 2 8	From Local Funds.
Persian and Urdu.	None	4 7 6	Head Master, Vernacular School, Dada.	30 0 0	From Local Funds.
English, Canarese, Marathi and Persian.	None	5 4 0	1st Assistant, 1st Grade Anglo-Vernacular School, Savanur.	30 0 0	From State.
English ..	Matriculated 1868.	6 3 19	Head Master, Vernacular School, Chiplun.	30 0 0	From Local Funds.
English and Sanskrit.	Matriculated 1868.	5 9 21	2nd Assistant Master, Branch No. 2, Ahmedabad.	30 0 0	
English ..	None	6 7 23	3rd Assistant Master, 1st Grade Anglo-Vernacular School, Belgaum.	30 0 0	
Canarese ..	None	5 7 0	Head Master, Vernacular School, Sangli.	30 0 0	Paid from State.
English ..	Matriculated 1870.	5 6 15	7th Assistant Master, Branch High School.	30 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
650	Manchand Kirpa- ta.	25	Bhowaya	Vishal Nagar	Ahmedabad High School.	Gujarathi
651	Shri Damodar Sahasrab- dhi.			Poona	Poona High School.	Marathi
651	Melaji Bapuji Saharia	25	Varia	Narsiad	Ahmedabad High School.	Gujarathi
652	Keshoo Dhonev Kolwal	24	Parbhu	Kalyan (Tanna)	Elphinstone High School.	Marathi
653	Janardan Anant Joshi	27	Brahmin	Tasgaon	Poona Training College.	Marathi
654	Krishnaji Pandurang Lim- aye.	27	Brahmin	Tanna	Kolhapur High School.	Marathi
655	Lalubhai Harjivan Tarvad	26	Brahmin	Kapadwanj	Ahmedabad High School.	Gujarathi
656	Mahadeo Pandurang Phad- ke.	35	Brahmin	Poona	Poona High School.	Marathi
657	Balvant Pandurang Kirlo- kar.	28	Brahmin	Guribo Secr	Kolhapur Eng- lish School.	Marathi
658	Anna Shastri Atlekar	43	Brahmin	Nargund (Dharwar)	N a r g u n d School.	Marathi
659	Multanji Bai	29	Anil	Hyderabad	Hyderabad Pri- vate School.	Sindhi
670	Kashiprasad Sadasaiva Desai	26	Brahmin	Olpad	Elphinstone Col- lege.	Gujarathi
671	Narayan Bhairawa Bagwekar	41	Brahmin	Wai	Private Tuition.	Marathi
672	Shripad Anant Chhatre	24	Brahmin	Miraj	Belgaum High School.	Marathi
673	Govind Waman Phadke	30	Brahmin	Kolhapur	Kagal School	Marathi
674	Anant Gopal Jambhekar	24	Brahmin	Sirsi	Sirsi School	Canarese
675	Laxuman Ramji	38	Souewashi	Bombay	Elphinstone High School and Sir Jam- setji Jeebhoy School of Art.	Marathi
676	Narayan Sadasaiva Kulkarni	27	Brahmin	Karanjgaon	Elphinstone Col- lege.	Marathi
677	Rachunath Mulay.	25	Brahmin	Ratnagiri	Elphinstone High School.	Marathi
678	Bhikaji Dhoneva Nigudkar	24	Brahmin	Kharali (Colaba)	Dada Gokhale School, Poona.	Marathi

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
English ..	Matriculated 1872.	5 5 7	1st Assistant Master, English School, Gondal.	50 0 0	From Kattywar Educational Fund.
English ..	Matriculated 1873.	5 5 0	English Teacher 2nd Grade Anglo-Vernacular School, Junnar.	30 0 0	From Local Funds.
None ..	None ..	5 5 0	1st Assistant Master, English School, Nagar.	30 0 0	From Kattywar Educational Fund.
English ..	Matriculated 1869.	6 4 27	1st Assistant Master, 1st Grade, Anglo-Vernacular School, Alibag.	30 0 0	
English ..	None ..	5 4 16	Head Master, Girgaum Vernacular School, Bombay.	30 0 0	
English and Sanskrit.	None ..	5 3 0	Assistant to the Tutor of H. H. the Máharáj of Kolhapur.	30 0 0	Paid from Kolhapur State.
None ..	None ..	5 3 0	Head Master, Vernacular School No. 2, Ahmedabad.	20 0 0	From Local Funds.
English and a little of Gujarathi.	None ..	5 2 16	3rd Clerk Educational Inspector C. D.'s Office.	30 0 0	
English and Sanskrit.	None ..	5 2 8	2nd Assistant, English School Belgaum.	30 0 0	
Sanskrit and Canarese.	None ..	5 2 0	Sanskrit Teacher, Dharwar High School.	30 0 0	
Sanskrit and Gurumukhi.	None ..	4 11 21	Assistant Mistress, Female Normal School, Hyderabad.	30 0 0	
English and Sanskrit.	Matriculated 1869.	4 10 25	6th Assistant Master, Nariádd High School.	30 0 0	
Sanskrit.	None ..	4 9 9	Sanskrit Tutor, Satara High School.	30 0 0	
English and Sanskrit.	Matriculated 1870.	4 7 23	5th Assistant Master, Belgaum High School.	30 0 0	
Sanskrit and a little of English.	None ..	4 7 13	Sanskrit Teacher, 1st Grade, Anglo-Vernacular School Kalyán.	30 0 0	
Marathi and English.	None ..	4 6 0	Head Master, Anglo-Vernacular School, Sadashivgarh.	30 0 0	
English and Gujarathi.	None ..	4 5 0	Assistant Teacher, Sir Jamsetji Jejeebhoy School of Art, Bombay.	30 0 0	Draws extra salaries from other Departments.
English and Sanskrit.	Matriculated 1868.	4 4 14	Sanskrit Teacher, Higher Independent, 1st Grade Anglo-Vernacular School, Sholapur.	30 0 0	
English ..	Matriculated 1870.	4 1 0	6th Assistant Master, Násik High School.	30 0 0	
English ..	Matriculated 1870.	4 0 11	1st Assistant, 1st Grade Anglo-Vernacular School, Jamkhandi.	30 0 0	From Jamkhandi State.

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
679	Yatow Goyind Parkhe ..	26	Brahmin ..	Mandurbár ..	Dhulia High School.	Marathi ..
680	Narayan Balaji Rasal ..	24	Brahmin ..	Kolhápúr ..	Kolhápúr High School.	Marathi ..
681	Narhar Ghannasham Sanzgiri.	25	Goud Brahmin.	Goa ..	Robert Money Institution.	Marathi ..
682	Ramchandra Mahishwar Jade.	30	Brahmin ..	Baroda ..	Elphinstone High School.	Marathi ..
683	Datto Sakaram Sontake ..	27	Brahmin ..	Kurar ..	Kolhápúr High School.	Marathi ..
684	Bholanath Bapuji Mehta ..	24	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujarathi ..
685	Vasudeva Vinayak Karandikar.	21	Brahmin ..	Wai ..	Ahmednagar High School.	Marathi ..
686	Ninchand Parobutam Gashetria.	24	Vania ..	Rajkote ..	Rajkote High School.	Gujarathi ..
687	Ramchandra Jagannath Godbole.	26	Brahmin ..	Poona ..	Deccan College.	Marathi ..
688	Vasudeva Ramchandra Konkar.	25	Brahmin ..	Petto Alta ..	Kolhápúr High School.	Marathi ..
689	Narandas T. ..	24	Hindu ..	Belluchistan ..	Hyderabad High School.	Panjabi ..
690	Krishnaji Moreshwar Sane ..	22	Brahmin ..	Papdi ..	Poona High School.	Marathi ..
691	Dinkar Sadashiva Nimbkar ..	33	Brahmin ..	Ratnágiri ..	Kolhápúr Training School.	Marathi ..
692	Jethalal Veabhalaji Vilavala ..	25	Vania ..	Nariád ..	Ahmedabad Training College.	Gujarathi ..
693	Jitkor Bai ..	..	Vania ..	Broach ..	Kervadi Gujarathi School.	Gujarathi ..
694	Ramprasad Krishnaprasad Pande.	25	Brahmin ..	Dhargwar ..	Belgaum High School.	Canarese ..
695	Mahomed Hajib ..	35	Arab ..	Zabid ..	Zabid School ..	Arabic ..
696	Keshow Shesho Jakati ..	23	Brahmin ..	Chikodi (Belgaum).	Dharwar High School.	Canarese ..
697	Ramchandra Dabirava Jambhakar.	22	Brahmin ..	Hubli, Belgaum.	Belgaum High School.	Marathi ..
698	Sorabha Byramji Doctor ..	25	Parsi ..	Surat ..	Surat English School.	Gujarathi ..

Other Languages known.	University Standing, Honours, &c., if any.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. s. p.	
English and a little of Sanskrit.	Matriculated 1870.	3 0 27	3rd Assistant Master, 1st Grade, Anglo-Vernacular School, Ahmednagar.	30 0 0	
English and Sanskrit.	Matriculated 1871.	3 6 5	3rd Assistant Master, 1st Grade, Anglo-Vernacular School, Kolhapur.	30 0 0	From Kolhapur State.
English ..	Matriculated 1867.	3 7 27	Head Master, 2nd Grade, Anglo-Vernacular School, Khetwadi, Bombay.	30 0 0	
English and Gujarathi ..	None ..	3 6 11	1st Assistant Master, Marathi Central School, Baroda.	30 0 0	From Baroda State.
English and Sanskrit.	Matriculated 1871.	3 4 23	Acting 7th Assistant Master, Rajaram High School.	30 0 0	From Kolhapur State.
English ..	Matriculated 1871.	3 4 20	5th Assistant Master, Narlad High School.	30 0 0	
English and Sanskrit.	Matriculated 1871 ..	3 4 6	6th Assistant Master, Ahmednagar High School, Kolhapur.	30 0 0	
English ..	Matriculated 1870.	3 4 0	1st Assistant Master, English School, Muravi.	30 0 0	From Kattywar Educational Fund.
English and Sanskrit.	Matriculated 1867.	3 3 20	Acting 3rd Assistant Master, Poona City School, No. 1.	30 0 0	Acting for Mr. Limaye on leave without pay.
English and Sanskrit.	None ..	3 3 8	Head Master, Anglo-Vernacular School, Shirol.	30 0 0	From Kolhapur State.
English, Persian, Sindhi, Hindustani and Marwari.	Matriculated 1871.	3 2 27	2nd Assistant Master, Anglo-Vernacular School, Sukkar.	30 0 0	
English ..	Matriculated 1870.	3 2 22	Clerk, Deputy Educational Inspector, Tanva, S.D.	30 0 0	
None ..	None ..	3 1 8	Tutor to the Chief of Veshargarah.	30 0 0	From Vishargarah State.
None ..	None ..	2 11 9	Head Master, Vernacular School, Patadi.	30 0 0	From Local Funds.
None ..	None ..	2 10 0	Head Master, Churney Road Girls' School, Bombay.	30 0 0	
English, Marathi and Hindustani.	Matriculated 1872.	2 9 0	2nd Assistant Master, (Canaree Side), Siradar's Belgam High School.	30 0 0	
None ..	None ..	2 6 0	2nd Assistant Master, Aden English School.	30 0 0	
English, Marathi and a little of Sanskrit.	Matriculated 1872.	2 4 20	6th Assistant Master, Sub-pro tem. Dharwar High School.	30 0 0	
Canarese and English.	Matriculated 1872.	2 4 20	Assistant Master, English School, Haliyal.	30 0 0	
English, Persian, Hindustani, and a little of Arabic.	None ..	2 4 11	Persian Teacher, Surat High School.	30 0 0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where Educated.	Vernacular.
1	2	3	4	5	6	7
699	Ganesh Vinayek Bhat	26	Brahmin	Tanna	Elphinstone High School.	Marathi
700	Sahib bin Ibrahim	41	Arab	Soharli	Soharli School.	Arabic
701	Mabadeo Narayan Tambe	27	Brahmin	Ratnagiri	Satara	Marathi
702	Bhimaji Mahadeva Singit	25	Brahmin	Dharwar	Belgaum High School.	Canarese
703	Shirpad Tanmaji Shindgi	24	Brahmin	Miraj	Kolhapur High School.	Marathi
704	Ramchandra Dhondo Maratta	24	Brahmin	Haripur	Kolhapur High School.	Marathi
705	Anant Shiwaram Parbhu	23	Brahmin	Haripur, Ratnagiri.	Kolhapur High School.	Marathi
706	Govind Narayan Mujamdar.	25	Brahmin	Inchal Karanji.	Kolhapur High School.	Marathi
707	Balaji Govind Gutti	27	Brahmin	Miraj	Belgaum English School.	Marathi
708	Balaji Abaji Patwardhan	20	Brahmin	Sangli	Belgaum Mission School.	Marathi
709	Hari Panset	23	Vania	Elvan	Elphinstone College.	Marathi
710	Yashwant Balkrishna Dalvi.	24	Goud Brahmin	Hanchinhal	Dharwar High School.	Marathi
711	Moroba Govindrao Moghe	23	Brahmin	Vidraholi	Bhavnagar High School.	Marathi
712	Premchand Ramchand Shaha	23	Vania	Antroli	Ahmedabad Training College.	Gujarathi
713	Perosha Pestonji Kapadva	20	Parsi	Broach	Broach High School.	Gujarathi
714	Idanmul Utamchand	20	Amli	Hyderabad	Hyderabad Normal School.	Sindhi
715	Jehangir H. Kanga	22	Parsi	Bombay	Elphinstone High School.	Gujarathi
716	Balkrishna Gururao Bomungatti.	19	Brahmin	Kaladgi	Dharwar High School.	Canarese

Office of the Director of Public Instruction,
Poona, 23rd December 1875.

Other Languages known.	University Standing, Honours, &c., if any	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Yrs. m. d.		Rs. a. p.	
English ..	Matriculated 1869.	2 4 0	5th Assistant Master, Jagannath Sunkorsett, 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
None ..	None ..	2 4 0	3rd Assistant Master, Aden English School.	30 0 0	
None ..	None ..	2 3 18	Senior Assistant Vernacular Teacher, Poona Civil Engineering College.	30 0 0	
English, Canarese and Marathi.	Matriculated 1872.	2 3 4	1st Assistant Master, 1st Grade Anglo-Vernacular School, Gadag.	30 0 0	
English Sanskrit and Canarese.	Matriculated 1872.	2 0 17	Head Master, Anglo-Vernacular School, Kagal.	30 0 0	From Kaga State.
English ..	Matriculated 1872.	2 0 16	Head Master, Anglo-Vernacular School.		From Karanj.
English and Sanskrit.	Matriculated 1872.	2 0 15	Head Master, Anglo-Vernacular School, Malkapur.	0 0 0	From Vishalgarah State.
English ..	Matriculated 1872.	2 0 75	Head Master, Anglo-Vernacular School, Azra.	30 0 0	From Inchal Karanji State.
			Head Master, Anglo-Vernacular School, Shirhatti.	30 0 0	From Sangli State.
English Sanskrit.	Matriculated 1872.	1 0	1st Assistant Master, Anglo-Vernacular School.	0 0 0	From Sangli State.
English and Sanskrit.	Matriculated 1871.	1 2 29	5th Assistant Master, Satara High School.	30 0 0	
English and Canarese.	Matriculated 1873.	1 0 9	Head Master, Anglo-Vernacular School, Ankola.	30 0 0	
English Sanskrit.	None ..	0 11 5	1st Assistant Master, 1st Grade Anglo-Vernacular School, Bhaunagar.	30 0 0	From Katiywar Educational Fund.
None ..	None ..	0 9 5	Temporary 2nd Assistant Master, Training College, Rajkote.	30 0 0	Do.
English and Sanskrit.	Matriculated 1873.	0 8 19	3rd Assistant Master, Sir J. J. School, Surat.	30 0 0	From Parsi Panchayat Fund.
English, Persian and Urdu.	Matriculated 1874.	0 4 20	Supernumerary Master, Anglo-Vernacular School, Tatta.	30 0 0	From Local Funds.
English ..	Matriculated 1874.	0 4 0	6th Assistant Master, Gokaldas Tejpal School.	30 0 0	
English, Marathi and Hindi of Sanskrit.	Matriculated 1873.	0 0 17	Sub pro tem 6th Assistant Master, Dharwar High School.	30 0 0	

K. M. CHATFIELD,
Director of Public Instruction.

7

7

ALPHABETICAL INDEX TO THE EDUCATIONAL DIRECTORY FOR THE YEAR 1875-76.

A.

* B.—continued.

	No.
Abdul Rauf Mahomed Saleh*	554
Abdul Karim Mahomed*	570
Abdul Latif Gulam Hussein*	638
Abhinakar, R. H.	445
Abhinakar, K. H.	507
Abhinakar, V. G.	559
Adhara, H. N.	571
Adwani, J. S.	185
Agashay, R. K.	278
Agashe, G. J.	307
Agarkhar, W. K.	95
Aitken, E. H.	58
Ambardekar, G. K.	251
Ambedkar, Y. A.	512
Ankle, S. M.	119
Angal, B. G.	21
Apte, G. V.	517
Arjani, M. D.	220
Arnott, J.	39 S.A.
Arnale, Y. V.	27
Atale, S. T.	465
Athavale, N. O.	403
Athavale, G. B.	610
Atlekar, A. S.	668
Atmaram Mayasabkar*	629
Atre, R. B.	456
Ayemal Khandamal, S.*	359

B.

Bachch, D. M.	98
Bagalkotkar, B. R.	252
Bagwekar, N. B.	671
Balhonigol, B. B.	578
Bajan, F. K.	367
Bakshi, M. K.	417
Bal, K. B.	3
Balchand Tarachand*	238
Balchand Kuchhand*	458
Balsari, M. B.	197
Balsari, R. H.	472
Bapat, N. V.	1
Bapat, R. O.	211
Bapat, T. V.	358
Bapat, B. S.	340
Bapat, G. S.	475
Bapat, V. A.	532
Bapat, A. L.	567
Bapu, Soudamant*	272
Barve, G. V.	338
Baxrai Nanikram*	644
Bedekar, G. W.	362
Beg, G. B. F.	163
Behere, V. G.	437
Belgaunkar, A. P.	607
Best, K. T.	46 S.A.
Berar, R. H.	206
Bhagwat, S. R.	240
Bhagwat, K. V.	365
Bhanap, R. V.	113

	No.
Bhandarkar, R. G.	49 S.A.
Bhanganmkar, K. N.	122
Bhasikar, R. P.	548
Bhasikar, L. G.	508
Bhat, G. A.	126
Bhat, R. D.	166
Bhat, D. D.	192
Bhat, M. B.	538
Bhat, J. J.	525
Bhat, R. A.	587
Bhat, M. L.	595
Bhat, B. M.	653
Bhatwadekar, N. R.	287
Bhate, S. B.	147
Bhate, G. V.	609
Bhatkande, S. V.	105
Bhave, K. G.	169
Bhave, M. S.	422
Bhave, G. V.	274
Bhende, R. K.	43
Bhide, P. G.	153
Bhide, G. R.	506
Bhide, G. Y.	451
Bhide, B. V.	243
Bhido, S. V.	599
Bhido, K. V.	609
Bhimacharya Zalakikar*	140
Bhogilal Pranvalabdas*	47 S.A.
Bhojwani, A. T.	5
Bhole, G. B.	308
Bhopardkar, M. K.	302
Bijapur, P. S.	275
Bilimoria, F. R.	218
Birde, V. Y.	543
Bocarro, J.	7
Bodas, R. S.	187
Bodas, D. M.	389
Bodas, M. R.	413
Boiakidas Javehardas*	150
Bomabgatti, B. G.	716
Bramchari, L. P.	369
Bühler, G.	4 S.A.

C.

Candy, C. H.	81 S.A.
Candy, Major T.	68 S.A.
Captain, N. A.	611
Chatfield, K. M.	18 A.
Chaturbhai Lachand*	116
Chhatre, K. L.	8 S.A.
Chhatre, A. M.	247
Chhatre, A. V.	526
Chhatre, S. A.	672
Chiplunkar, K. S.	54 S.A.
Chiplunkar, V. K.	129
Chitale, K. G.	418
Chitambar Amatral*	106
Chitani, S. C.	54
Chobe, B. A.	89 S.A.

* Surname not known.

S. A. denotes Superior Appointments.

C.—continued.

	No.
Choey, M. M.	249
Chowhal, K. D.	191
Collett, Miss L. R.	39
Cook, H.	24 S.A.
Cooke, T.	5 S.A.
Cooke, S.	11 S.A.
Costeia, Mrs. H. P.	123
Cumpton, V. A.	330
Curtis, H. A.	31

D.

Dabke, V. A.	365
Dalai, J. A.	62 S.A.
Dalai, H. N.	125
Dalai, D. V.	183
Dalai, M. H.	233
Dalai, N. L.	316
Dalai, P. A.	415
Dalai, U. G.	380
Dalai, R. N.	571
Dalvi, G. B.	623
Dalvi, Y. B.	710
Damle, A. C.	384
Damle, H. B.	412
Damle, K. V.	531
Dandekar, N. B.	59 S.A.
Dandekar, S. B.	493
Dandekar, B. B.	561
Daruwala, R. A.	151
Dastar Hoshangji Jamsajji*	65 S.A.
Datar, N. G.	48
Datar, K. L.	92
Datar, B. H.	223
Datar, G. V.	266
Datar, N. B.	274
Datar, B. D.	307
Datar, V. P.	521
Datar, R. B.	641
Datay, R. B.	608
Dave, P. M.	10
Dave, R. T.	110
Dave, B. N.	159
Dave, H. K. L.	184
Dave, T. M.	223
Dave, V. G.	591
Dave, A. T.	232
Deodhar, N. B.	164
Deodhar, V. D.	213
Deodhar, V. S.	436
Deokule, R. M.	175
Deotrat, R. Y.	615
Desai, A. S.	64 S.A.
Desai, G. S.	8
Desai, G. G.	70
Desai, M. T.	96
Desai, R. C.	99
Desai, M. G.	103
Desai, N. M.	194
Desai, D. M.	270
Desai, H. K.	305
Desai, K. E.	317
Desai, B. G.	333
Desai, D. U.	347
Desai, A. H.	374
Desai, V. M.	476
Desai, S. K.	556

D.—continued.

	No.
Desai, E. S.	563
Desai, H. G.	620
Desai, P. R.	612
Desai, K. S.	670
Deshmukh, Y. A.	451
Deshpande, D. B.	212
Deshpande, V. Y.	430
De Souza, P. F.	295
Dhalryawan, R. V. A.	26
Dhalryawan, K. Y.	139
Dhalryawan, G. M.	214
Dharwarkar, C. B.	13
Dharap, M. B.	283
Dhawali, S. N.	334
Dhirajram Dalpatram*	55 S.A.
Dhoakia, R. B.	148
Dhra, K. G.	172
Dhra, B. K.	300
Dhra, C. V.	620
Dhulekar, D. B.	215
Dhume, S. M.	151
Digrajkhar, G. R.	431
Divekar, A. B.	145
Divekar, H. B.	296
Diveten, R. T.	231
Dixit, P. M.	22
Dixit, B. G.	100
Dixit, C. D.	123
Dixit, G. T.	172
Dixit, S. B.	356
Dixit, R. A.	603
Doctor, S. B.	693
Dongre, G. B.	345
Draper, W.	10 S.A.
Drauid, G. S.	598
Dubash, J. C.	63
Dymock, W.	26 S.A.

F.

Fadnis, G. K.	388
Fatachand Vasamnal*	636
Fatechand Mahomed Abduls*	224
Fulton, E. M. H.	53 S.A.

G.

Gadagkar, H. L.	394
Gadgil, K. P.	178
Gadre, V. J.	226
Gadre, G. D.	293
Galatge, S. S.	496
Gandhi, V. W.	337
Gandhi, J. M.	452
Gandhi, B. B.	631
Ganjiwall, B. S.	514
Garp re, D. G.	144
Gashatria, N. P.	636
Gandharla, M. G.	24
Ghandi, A. M.	410
Ghanskar, G. H.	554
Ghantkar, B. K.	592
Ghate, N. V.	433
Ghore, V. K.	69
Ghudson bin Shevramang*	576

* Surname not known.

S. A. denotes Superior Appointments.

G.—continued.

	No.
Gidnani, A. J.	449
Giles, E.	14 S.A.
Gini, D. E.	30
Godbole, K. P.	91
Godbole, P. B.	93
Godbole, R. S.	94
Godbole, N. B.	127
Godbole, V. W.	227
Godbole, B. S. S. S.	426
Godbole, B. A.	490
Godbole, M. N.	613
Godbole, R. J.	637
Gokhle, K. B.	41
Gokhle, N. K.	59
Gokhle, B. D.	104
Gokhle, T. S.	335
Gokhle, N. K.	102
Gondhalekar, B. G.	510
Gore, H. A.	401
Gore, V. C.	524
Gowami, T. B.	555
Gray, W.	28 S.A.
Griffiths, J.	49 S.A.
Gulam Ali Ibrahim*	62
Gul Mahomed Golamrasul*	574
Gune, N. D.	594
Gunjikar, R. B.	201
Gupte, H. M.	634
Gurday, K. K.	313
Gurjar, R. S.	584
Gurudinal Lalasing	343
Gutti, B. G.	707
Guzar, D. B.	613

H.

Hakim, D. B.	503
Haidikar, S. S.	631
Hangday, B. H.	508
Hari Pans-t*	769
Harijwan, W. G.	234
Hassaram Damumal*	652
Hathornthwaite, J. T.	12 S.A.
Hatraine, S. R.	219
Hirpatick, G. B.	19
Honawar, S. M.	625
Hoogwerf, E. H.	57 S.A.
Hora, J. S.	37
Hughes, A. H.	31 S.A.
Hulligole, B. K.	54
Hulibatti, D. C.	498

I.

Idanmal Utamchand*	714
Indaparkar, V. G.	268

J.

Jacob, H. P.	43 S.A.
Jadhav, Y. V.	511
Jada, R. M.	682
Jaghirdar, D. M.	49

J.—continued.

	No.
Jakatdar, D. V.	429
Jakati, K. S.	665
Jalihal, A. R.	237
Jambhakar, A. G.	674
Jambhakar, R. B.	687
Jani, L. M.	434
Jani, J. M.	582
Jatar, D. B.	23
Javekar, K. A.	621
Javheri, M. R.	15
Javheri, N. G.	85
Javheri, M. M.	190
Jhambatnal Narunal*	75
Jhambhal Thavardas, V.*	265
Jhanyani, P. R.	335
Jiwkor Bat*	693
Joglekar, R. B.	492
Joglekar, B. V.	501
Joglekar, M. V.	594
Joshi, D. N.	174
Joshi, G. V.	163
Joshi, B. J.	216
Joshi, T. S.	222
Joshi, B. G.	259
Joshi, B. K.	263
Joshi, V. P.	280
Joshi, A. D.	373
Joshi, P. N.	381
Joshi, R. K.	383
Joshi, G. G.	399
Joshi, K. Y.	400
Joshi, D. S.	441
Joshi, K. L.	493
Joshi, J. P.	494
Joshi, N. D.	515
Joshi, A. B.	547
Joshi, D. S.	561
Joshi, W. G.	556
Joshi, Y. V.	596
Joshi, K. K.	647
Joshi, J. A.	663
Joshipora, C. N.	205

K.

Kabe, G. V.	50
Kaje, M. B.	625
Kaley, S. B.	640
Kale, B. V.	360
Kale, G. H.	435
Kale, N. R.	362
Kale, S. M.	370
Kamdar, N. V.	262
Kandwala, N. J.	411
Kane, B. G.	578
Kane, M. V.	4
Kanga, J. H.	715
Kanga, M. H.	444
Kanjkar, R. G.	222
Kankota, O. G.	537
Kantavala, H. D.	50
Kantavala, V. M.	118
Kapadia, J. B.	142
Kapadia, P. P.	713
Karandekar, G. G.	227
Karandekar, N. G.	442
Karandikar, R. B.	221

* Surname not known

S. A. denotes Superior Appointments.

K.—continued.

M.

	No.
Karandikar, V. V.	685
Karkare, B. B.	478
Karkare, G. C.	589
Karkare, G. V.	50 S.A.
Karmarkar, K. G.	450
Karmarkar, K. G.	458
Karmarkar, W. B.	163
Kathavate, A. V.	35
Kedhar, H. B.	60
Kelhorn, F.	9 S.A.
Kelkar, V. P.	195
Kelkar, K. H.	264
Kelkar, P. G.	390
Kelkar, W. G.	477
Kelkar, A. R.	606
Ehandekar, T. G.	177
Khare, H. L.	585
Kika, S. P.	22
Kirkham, T. B.	15 S.A.
Kirkpatrick, H. C.	19 S.A.
Kirkshar, B. P.	667
Kirkshar, S. R.	137
Kirpalant, K. P.	376
Kirpalaldas Khechand*	337
Kirpkar, H. N.	309
Kirtane, K. W.	84
Kirtane, M. S.	291
Kirtani, T. N.	75
Kitter, S. R.	299
Knapp, W. F.	30 S.A.
Kolatar, L. S.	124
Kolatar, R. B.	626
Konkar, N. R.	314
Konkar, V. R.	685
Koppikar, D. N.	367
Korani, F. E.	203
Kothawala, D. A.	379
Kotwal, K. D.	662
Krishnaji Gorind*	669
Krishnagar, K. V.	549
Kulkarni, N. S.	676
Kundandas Amulral*	149
Kunte, A. M.	36 S.A.
Kunte, M. M.	45 S.A.

L.

Lad, J. R.	385
Laiwala, G. M.	52
Lalit, V. R.	512
Laxmyer, M. B.	38
Laxmnen Ramji*	675
Leith, E. H.	18 S.A.
Lele, G. D.	482
Lele, B. H.	643
Likant, M. B.	60 S.A.
Limaye, B. B.	72
Limaye, G. V.	77
Limaye, N. B.	78
Limaye, J. B.	241
Limaye, G. B.	398
Limaye, S. R.	470
Limaye, K. P.	664
Londhe, W. R.	485
Lord, H. N.	258
Lowekar, M. V.	634
Lyon, I. B.	27 S.A.

Mackenzie, J. T.	28 S.A.
Macnaghten, C.	418 S.A.
Macnochie, G. A.	25 S.A.
Madan, J. F.	189
Mahadevia, M. J.	685
Mahasalkar, V. B.	134
Mahiskar, G. R.	181
Mahiskar, V. P.	657
Mahomed Abdula*	132
Mahomed Isack Abdul Rahman*	341
Mahomed Ramzan*	363
Mahomed Idrus*	455
Mahomed Hajib*	685
Mahakum-ul-din Rahimino*	352
Maitanji Bai*	669
Majmudar, N. R.	298
Majmudar, H. L.	243
Makhdam, M. M.	68
Mama, N. R.	120
Mangorkar, R. B.	616
Marathe, A. T.	394
Marathe, K. T.	432
Marathe, B. V.	447
Marathe, B. D.	704
Marfatia, F. H.	634
Master, F. T.	165
Mehenda, B. G.	460
Meheta, U. N.	2
Meheta, K. G.	42
Meheta, T. D.	51
Meheta, V. V.	64
Meheta, G. M.	209
Meheta, G. D.	225
Meheta, C. M.	254
Meheta, G. A.	298
Meheta, K. M.	321
Meheta, M. D.	323
Meheta, D. V.	334
Meheta, P. D.	357
Meheta, B. M.	375
Meheta, T. N.	375
Meheta, G. G.	393
Meheta, P. V.	488
Meheta, B. N.	559
Meheta, D. G.	568
Meheta, N. N.	583
Meheta, B. B.	684
Memdrohna, F. S.	619
Mistri, P. A.	81
Mistri, E. J.	534
Mirza Hairat*	52 S.A.
Mirza, S. A. F.	28
Mirza Ismael*	157
Mitchell, Mrs. M. R.	6
Modak, W. A.	55 S.A.
Modak, J. B.	82
Modak, B. P.	118
Modi, H. H.	351
Modi, C. H.	506
Modi, M. G.	486
Moghe, V. R.	479
Moghe, M. G.	711
Moghe, H. B.	378
Mone, B. S.	57
Moralvar, N. K.	425
Morris, Miss R.	196
Motsadar, R. N.	523
Monvi, S. A. F.	47
Mudholkar, S. N.	217

* Surname not known.

S. A. denotes Superior Appointments.

M.—continued.

	No.
Madhur, S. S.	319
Majumdar, G. N.	706
Mulay, G. R.	199
Mulay, S. B.	601
Mulay, R. B.	677
Mulekar, V. S.	448
Mulkaui, G. B. A.	239
Munshi, N. N.	90
Murajmal Valliam, K.*	271
Murtali, G. A.	603

N.

Nadkarani, G. N.	179
Nagarkar, D. N.	44 S.A.
Naik, R. G.	66
Naik, P. V.	89
Naik, G. G.	329
Nanavati, G. L.	329
Nanavati, N. M.	581
Narandas, T.*	689
Naregoi, R. S.	297
Narsingram Dalabrade, P.*	442
Nene, G. B.	17
Narvaskar, N. T.	660
Nigulkar, B. D.	678
Nijasure, S. R.	639
Nilkanth, H. S.	343
Nimbkar, B. B.	304
Nimbkar, D. S.	691

O.

Oke, R. V.	282
Oke, V. K.	286
Oke, A. K.	439
Oliver, J.	12
Oxenham, R. G.	6 S.A.
Oza, R. P.	377
Oza, N. S.	497

P.

Pachotia, M. K.	659
Paithankar, V. R.	553
Pacatkar, G. B.	600
Pandalik, G. M.	489
Pande, R. K.	694
Pandit, B. P.	16
Pandit, G. G.	195
Pandit, B. R.	269
Pandit, A. N.	324
Pandit, P. R.	416
Pandya, N. L.	67
Pandya, N. K.	281
Pandya, P. U.	391
Pandya, G. G.	396
Pandya, K. G.	411
Pandya, B. J.	423
Pandya, K. M.	492
Pandya, C. B.	464
Pandya, G. M.	544

P.—continued.

	No.
Parbhure, T. K.	285
Paranjpe, G. D.	11
Paranjpe, S. B.	23
Paranjpe, L. V.	61
Paranjpe, R. D.	435
Paranjpe, B. V.	573
Paranjpe, B. B.	530
Parbhu, S. V.	576
Parbhu, A. S.	706
Parbh, L. P.	143
Parbh, M. N.	151
Parbh, G. K.	176
Parbh, V. N.	310
Parbh, D. B.	449
Parbh, J. A.	488
Parbh, K. P.	499
Parbh, H. R.	538
Parbh, D. A.	642
Parbh, H. M.	650
Parke, B. G.	567
Parke, Y. G.	679
Parvya Lingaya*	499
Patanekar, K. N.	112
Patel, B. E.	97
Patel, V. D.	290
Patel, A. J.	322
Patel, M. V.	454
Patel, E. B.	509
Pathak, V. N.	68 S.A.
Pathak, A. N.	55
Pathak, G. V.	243
Pathak, H. V.	336
Pathak, K. S.	461
Pathak, C. M.	500
Pathak, A. V.	180
Patre, B. N.	643
Patwardhan, S. V.	14
Patwardhan, G. B.	66
Patwardhan, K. V.	130
Patwardhan, S. B.	405
Patwardhan, B. A.	708
Pavdi, S. M.	372
Pavry, N. M.	318
Pawar, G. K.	649
Pendharkar, A. S.	170
Peshumal Teokeram*	443
Petersen, P.	13 S.A.
Petkar, P. V. C.	55
Phadke, L. G.	694
Phadke, M. P.	666
Phadke, G. W.	673
Pigot, J. Q.	21 S.A.
Pingle, W. S.	396
Pope, J. V. S.	48 S.A.
Pojari, G. R.	605
Purani, A. M.	344

R.

Raghavendrarao, K. M.	106
Raje, G. A.	420
Ramechandrani, P. A.	39
Ramechandrani, A. A.	541
Randive, D. N.	73
Rasal, N. B.	680
Ratnagar, N. J.	186
Raval, P. M.	404

* Surname not known.

S. A. denotes Superior Appointments.

R.—continued.

	No.
Raval, L. M.	467
Ravansiddappa Dhondappa*	513
Rawat, S. A.	34 S.A.
Rebelle, P.	562
Rege, K. S.	22
Rijbud, K. S.	365
Rodda, S. K.	216
Ronge, N. M.	457
Royal, R.	20
Rukodkar, G. H.	446
Russell, W. A.	7 S.A.

S.

Sabday, G. K.	71
Sadabhe, R. N.	244
Sahasrabudhe, B. R.	160
Sahasrabudhe, K. K.	366
Sahasrabudhe, R. S.	528
Sahasrabudhe, G. D.	660
Sahasraia, M. R.	75
Sahargia, P. B.	246
Saharala, M. B.	661
Sahib bin Ibrahim*	700
Salle, H. A. M. F.	279
Samarth, K. M.	245
Saranna, P. K.	138
Sade, B. B.	74
Sane, K. N.	131
Sane, K. K.	491
Sane, K. M.	680
Sanzgiri, S. V.	35 S.A.
Sanzgiri, N. G.	481
Sartojame, W. P.	107
Sathe, N. V.	46
Sathe, G. M.	83
Sathe, N. M.	171
Sathe, K. K.	236
Sathe, N. P.	301
Sathe, S. K.	426
Savadi, S. R.	109
Savannur, P. A.	45
Savargavkar, T. J.	353
Sawant, K. M.	652
Seegrte, J.	16 S.A.
Sehna, B. S.	111
Shaha, I. V.	167
Shaha, A. D.	188
Shaha, A. M. M.	265
Shaha, G. B.	261
Shaha, U. A. K. M.	328
Shaha, S. V.	424
Shaha, M. A.	465
Shaha, H. M.	483
Shaha, P. R.	712
Shalk Hayat*	156
Shak Imam Valad Shaik Mahomed*	550
Sharif Ali Beg Mogal*	427
Shastri, G. G.	101
Shastri, P. I.	277
Shastri, V. V.	611
Shastri, P. L.	650
Shende, D. S.	284
Shende, R. R.	497
Shende, B. A.	566

S.—continued.

	No.
Sheth, M. U.	135
Shindgi, S. T.	705
Shidore, M. V.	473
Shirhattikar, V. N.	627
Shiborkar, V. G.	276
Shoni, A. V.	200
Shoni, M. A.	391
Shirodkar, G. G.	353
Shridhar Narayan*	303
Shrimbekar, T. N.	651
Shute, R.	17 S.A.
Singit, B. M.	702
Sihawlanil, F. G.	313
Sohoni, V. B.	18
Sohoni, R. B.	530
Sontake, D. S.	683
Sudama, P. N.	283
Sukul, H. M.	269
Sukul, C. M.	336
Sukul, P. M.	350
Sukul, J. K.	361
Sukul, V. S.	390
Sukul, S. R.	408
Sukul, P. T.	572
Sukutankar, K. R.	383
Sule, S. B.	162
Supre, N. B.	342
Surti, M. J.	294
Sutarla, D. P.	535
Syed, A. M. S.	358
Syed M. V. M.	653

T.

Talati, E. D.	85
Talekar, S. S.	34
Talekar, R. W.	843
Tambe, M. N.	701
Tambulkar, G. S.	597
Tambulkar, B. S.	312
Tarkhadkar, M. A.	51 S.A.
Tarkhadkar, D. R.	115
Tatke, C. S.	262
Tarvadi, L. R.	88
Tarvadi, M. G.	204
Tarvadi, P. U.	459
Tarvadi, L. G.	519
Tarvadi, C. B.	527
Tarvadi, H. S.	546
Tarvadi, B. M.	612
Tarvadi, D. D.	617
Tarvadi, G. M.	837
Tarvadi, L. H.	665
Terry, G. W.	39 S.A.
Thakar, G. P.	56
Thakar, H. N.	292
Thakar, G. P.	480
Thakar, A. M.	623
Tikho, G. S.	494
Tilak, N. P.	117
Tile, T. S.	595
Trindas Kismatral*	336
Trimbak Bapuji*	484
Turnmuri, G. M.	260

* Surname not known.

S. A. denotes Superior Appointments.

U.

	No.
Udhanes Satramdas*	253
Udharan Bhoiraj*	153
Uma mli Jannmahomed*	349
Unwalla, J. N.	9
Upadia, M. S.	33
Urde, K. A.	577

V.

Vadekar, K. C.	552
Vaidya, G. S.	34 S.A.
Vaidya, W. K.	183
Vaidya, B. J.	185
Vaidya, S. B.	346
Vaidya, H. S.	387
Vaidya, K. M.	402
Vaidya, V. T.	540
Vaidya, H. K.	551
Vaidya, R. H.	602
Vaidya, G. P.	616
Vaichitra B. H.	487
Vakil, M. R.	40
Vakil, R. J.	97
Valabram Damodhar*	325
Valla, M. R.	463
Vasumal*	114
Vasumani, F. U.	36
Va-uada, M. A.	121
Vatcha, E. M.	235
Vaze, G. R.	616
Ved, D. D.	161

V.—continued.

	No.
Vellankar, H. M.	513
Venkatesh Raghavendra*	359
Viceaji, K. R.	37 S.A.
Vijaya, H. M. G.	169
Vijurkar, P. S.	533
Vilavala, J. V.	692
Vimavala, M. K.	141
Virbhadrappa Andenappa*	645
Vohora, M. K. D.	331
Vora, D. K.	230
Vyas, D. V.	193
Vyas, H. N.	249
Vyas, J. P.	471
Vyas, S. R.	453
Vyas, J. M.	614

W.

Waddington, Lieut.-Colonel T.	2 S.A.
Wakharkar, B. B.	56 S.A.
Waze, R. B.	297
Webb, W.	20 S.A.
Wordsworth, W.	3 S.A.

Y.

Yerala, D. L.	536
Yevalkar, G. G.	431
Yogi, N. D.	166

* Surname not known.

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